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In the Editor's Corner

The guest editorial this issue is by Dr. John C. Thompson, Director of Health, Physical Education, and Safety, Lincoln, Nebraska.

Physical Education and the Self-Contained Classroom

THERE IS CONSIDERABLE discussion regarding the physical education teaching assignment in the elementary schools. There is undoubtedly a strong case for having the classroom teacher assume responsibility for all instruction in the lower grades. In the upper grades (5 and 6, and possibly 3 and 4) however, there is considerable evidence that assigning physical education and other special subject areas to teachers with specialized preparation is advisable from the standpoint of providing an enriched experience for the students. This arrangement would not prevent the regular classroom teacher from providing additional activity leadership during the noon hour, before and after school.

This type of a set-up needs a cooperative planning procedure in order to insure its success. Planning and evaluation conferences are essential if teachers of the general and special background are expected to work together in close harmony. The classroom teacher should observe frequent, if not all of the classes conducted by the physical education teacher. Regular observation provides an in-service experience for classroom teachers, enabling them to learn new activities, methods, and techniques, which can be carried on during the periods when the physical education teacher is not present. This arrangement also facilitates cooperative planning and may prevent cleavage between teachers. It also helps the special teacher's control and discipline to have the regular teacher present.

With the set-up outlined above, the classroom teacher may enjoy an occasional planning period which is definitely needed. Secondary schools usually provide a planning period, but elementary schools committed to the self-contained classroom philosophy cannot relieve the confinement of the classroom teacher.

Men teachers are scarce in the elementary schools; however, with the post-war influx of men physical education teachers, it is possible to divert many of them into elementary assignments, thus providing a male influence, which is considered to be desirable, if available, for the upper grade children.

The background of the teacher seems to be the key to the question of who should teach elementary physical education. Many teacher education institutions have apparently not recognized the inadequacy of course offerings to classroom teachers in this special field. However, when a two-hour course constitutes the education of a classroom teacher compared to a fifteen to thirty hour trained major or minor in physical education, the answer is obvious in terms of the limited knowledge, skills, attitudes, understandings and habits that can be imparted and assimilated.

There are many schools that are forced to accept the self-contained classroom because of inadequate budgets and teacher shortages; however, if there remains a choice in the matter, the cooperative plan, utilizing the services of a specialist as a demonstrator and consultant is a definite improvement over a supervised recess conducted by an inadequately trained and often disinterested classroom teacher.

JOHN C. THOMPSON

Objectives For Physical Education
Movement, Motivation, and Meaning*

"MAN IS A BIO-PSYCHO-SOCIO-PHILOSOPHICAL ORGANISM CAPABLE OF VOLUNTARY MOVEMENT"

Eleanor Metheny

THE BASIC CONCERN of physical education is, and always has been, man and his capacity for voluntary movement. Through the years, however, physical educators have focussed their attention on various facets of this complex human phenomenon. Man moves for many reasons; his motivations for movement are found in every aspect of his life. The meanings implicit in or associated with movement are derived from these motivations and from the results, effects, or outcomes that eventuate from them. These effects may be immediate; they may have short duration; or they may have lasting influence. They may affect his physical structure and functioning; they may modify his interpretation of himself and his environment; or they may influence other persons and his relationships with them. All movement inevitably involves the whole person, however, for it is not a body that moves, but a human being. As a person, man is a biological, psychological, sociological, and philosophical organism, and accordingly we must look to all of these aspects of his being to fully identify both the motivations and the effects of his voluntary movements.

Historically, the concern of physical educators centered around the biological aspects of movement. Early objectives were stated in terms of strength, endurance, posture, and improvement of physiological functioning. During the past century, however, physical educators have identified many other outcomes resulting from voluntary movement, and many new objectives have been added to the list.

Today the physical educator's list of stated objectives includes not only strength of muscles and improvement of bodily function, but also many other objectives related to learning, to the psycho-emotional aspects of man's being, to his social adjustment, his interactions with his fellow human beings, and the meanings he finds in his own human life.

As a consequence of this proliferation of stated objectives, we are sometimes confused about exactly what we are trying to do in the field of physical education today. The limits of the field have become so broad and the recognized potential outcomes so varied, that we suffer from an embarrassment of riches. Or, to change the figure of speech, there are so many admirable trees growing in our professional forest that we cannot always view the forest, itself, in clear perspective. Too many objectives, particularly if they are not clearly defined and even more particularly if the relationships among them are not clearly understood, can be self-defeating. If we try to be all things to all men, we shall end up doing little if anything for any of them. And so we need to continually examine and re-examine our objectives—their sources, implications, and relationships—to keep them in perspective.

The purpose of this symposium is to make such an examination. To simplify matters, we shall consider the objectives of physical education under three general headings—biological, psychological, sociological—roughly in order of their historical identification. Then we shall examine the philosophical implications of the embarrassment of riches, with emphasis on criteria for establishing current choice and action.

"STRUCTURE DEMANDS FUNCTION"

H. Harrison Clarke

THE FACT THAT man is structured for movement and is so regulated that muscular contractions are imperative for the maintenance of life leads to the inescapable conclusion that physical education had its origin with the origin of man. The needs of primitive man, however, were basic and not complex. The ability to hunt, fish, care for crops, and fight the enemy was essential for his survival. The learning of such skills was part of his education; the development and conditioning of the body through vigorous physical activity were vital for his efficient performance of these elemental duties.

This need to develop strong and enduring bodies has been recognized through the ages. Records and drawings show the use of calisthenics and gymnastics by the Chinese around 2600-3000 B.C. Evidence exists of the use of exercise by the early Egyptians, Hindus, Greeks, and Romans. The importance of exercise in its effect upon mental conditions, which today is considered one of its most desirable results, was recognized during this early period. Pliny sent this thought through the ages when he wrote: "The mind is stimulated by movements of the body." Later, Hippocrates used exercise in the treatment of disease; Galen also advocated this practice.

An important milestone in the unfolding concept of physical education is found in the Greek education of the fifth century, B.C. Physical education activities

* (A Symposium on the historical development and philosophical implications of the stated purposes of physical education—presented in the History and Philosophy Section of the Physical Education Division of the American Association for Health, Physical Education and Recreation, at Portland, Oregon, April 2, 1959.)

were avowedly employed to develop a beautiful and harmonious body. Balance in physical education was considered the logical way to assure health, harmony of form, symmetry of movement, and the natural development of the whole being. Aristotle contended that such an active physical rearing would also make the citizens much more adept and certain of themselves in martial life. When the Greeks began to neglect body culture, they became inferior as warriors.

After the decline of Greece, physical education went into an eclipse that lasted for many centuries. Limited largely to the training of soldiers by the Roman Empire and then subjected to the devastating concept of the honored spirit and the denounced body by the Middle Ages and the classicists of the Renaissance, physical education did not again achieve cultural significance until the Reformation in the sixteenth and seventeenth centuries.

When the principles of antiquity had been buried in the frustrations of the Middle Ages, the voices of France's Rabelais and Montaigne and the Catholic priest J. Baptiste de la Salle could be faintly heard emerging from the void proposing a limited program of "physical education for the gentleman." In England, John Locke endorsed this belief in the values of physical activity in his statement:

> A Sound Mind in a Sound Body is a short but full description of a happy state in the World. He that has these two has little more to wish for; and he that wants either of them will be little better for anything else. . . . He whose mind directs not wisely will never take the right way; and he whose body is crazy and feeble will never be able to advance it.

During the sixteenth and seventeenth centuries, physical education emerged formally in Europe, associated largely with military preparedness, and the German and Swedish systems that emerged had profound influences on the development of physical education in America during its earliest years. Both of these systems were designed to develop a strong and enduring body.

Between the time of the Civil War and World War I, physical education in the United States was largely devoted to the development and maintenance of adequate levels of physical fitness. With few exceptions, the physical education leaders were trained in medicine, and were generally attracted to physical education because of the potential health values they identified in physical activity. As expressed by Edward Hitchcock in 1878, the "sole objective" of physical education at Amherst College was "to keep bodily health up to normal standards so that the mind may accomplish the most work, and to preserve the bodily powers in full activity for both the daily duties of college and the promised labor of a long life."

Thus, these physicians identified the primary function of physical education in terms of the care and development of the body. Furthermore, they felt that these were not only valuable in themselves, but that they contributed dynamically to the individual's mental, emotional, and social effectiveness. Educational philosophers on the American scene, such as Horace Mann, Henry Bernard, and Herbert Spencer, were also voicing similar views.

The tragic lessons of World War I, when a large proportion of our youth were found physically unfit to defend the nation, resulted in a tremendous expansion in school physical education programs. By 1932, thirty-six states, representing 90 per cent of the population, had enacted laws requiring physical education in the public schools. Largely as a result of this wide-spread acceptance of physical education as an integral part of the educational pattern, medical leadership gradually gave way to leaders trained in pedagogy, psychology, and philosophy—many of whom had only a minimum preparation in the biological sciences. As these leaders attempted to align physical education with total school purposes, they identified multiple objectives related to the psychological, emotional, social and motor as well as the physical aspects of man. In this context, as more and more recognition was given to the concept of the totality and unity of man, the emphasis on "total fitness" as contrasted with "physical fitness" began to develop.

This evolution did not occur without growing pains. During the depression years, physical education quite generally abandoned its biological heritage as the understandings and tested processes of a century were largely abandoned in the rush to adopt new ideas and new procedures. Too frequently the development and conditioning of the body, *per se*, became only a concomitant of an activity program designed to realize other educational objectives. World War II motivated a re-emphasis on the physical objectives, but today physical education is again in danger of losing sight of the physical aspect of fitness in its headlong rush to embrace the concept of "total fitness." Certainly, the view that the individual must be regarded as an indivisible entity cannot be successfully refuted. The danger, however, is that the total aspect is so diffuse that we may lose sight of the parts in the whole—which is fully as serious as losing sight of the whole as we consider the parts.

Overwhelming evidence related to man's continuing need for the primarily biological values of physical activity is available in the vast literature of physi-

ology of exercise. But even a brief summary of the detailed information about the effects of physical activity on muscle fibers, capillaries, hemoglobin, lactic acid concentration, muscle fatigue, oxygen consumption, oxygen debt, heart size and action, blood circulation, red and white cells, metabolism, and the like is beyond the scope of this brief paper.

In more general terms, however, it may be noted that the harmful effects of *lack* of activity have been recognized by physicians who regularly employ early ambulation and bed exercises to prevent such hazards of prolonged bed rest as the following, which have been culled from the medical literature. Danger is increased from phlebothrombosis in the veins of the lower extremity and pelvis and from pulmonary embolism; edema of the tissues of the diaphragm is formed at a much greater rate; wasting of the body tissues occurs with loss of nitrogen, potassium, and phosphorus; the bones are atrophied by loss of calcium; and the heart volume and the transverse diameter of the heart are reduced. It is, in fact, generally recognized that the optimum stimulus for the prevention of atrophy in muscle and bone is the production of tension in the muscles by their contraction.

In contrast, a number of investigators in this country and in England have shown that physically active people are much less prone to such chronic, disabling diseases as coronary heart attack, diabetes, ulcers, and other internal conditions. Heart disease which does occur is not so severe in physically active workers, tending to present in them an angina pectoris and other relatively benign forms, and to have a lower mortality rate. Low back pain is much more prevalent in the sedentary than in the physically active. Physically active individuals, in general, age more slowly, have better weight control, and maintain a lower blood pressure level.

A number of researchers support the belief that physical fitness is related to mental alertness. Thus, it may be contended that a person's general learning potential for a given level of intelligence is increased or decreased in accordance with his degree of physical fitness.

Among boys, a positive relationship between strength and "prestige" traits has been demonstrated. Boys high in strength tend to be well adjusted socially and psychologically; boys low in strength show a tendency toward social difficulties, feelings of inferiority, and other personal maladjustments. Leadership traits are related positively to physical and motor fitness; and, in general, men are more energetic, buoyant, and action-minded, and they appear to be more extroverted when they are physically trained than when they are physically untrained.

Assuming that Selye's General Adaptation Syndrome is basically concerned with the adrenal cortex and a "learning" process against future exposures to the same stress, evidence is available to support the contention that repeated exercise conditions the stress adaptation mechanism in the following ways: adrenocortical activity along with the autonomic nervous system are involved in adjusting to stress; adjustment to stress is enhanced by reducing the time necessary to elicit a response to stress and thereby lessening the duration of the adjustment phase of the body's reaction to stress; adaptation to exercise produces a degree of protection against emotional stress, increased adrenal activity resulting from repeated exercise seems to cause an increased reserve of steroids to counter stress; a lack of activity reduces ability to withstand stress, as if the reaction to a shock were a learned process.

Summarizing, then, it must be recognized that human bodies are complicated, integrated structures that always function as a "totality." But it must also be recognized that this integrated functioning and, in fact, the very continued existence of the person, depends upon muscular contractions of the heart, the viscera, and the skeletal muscles. Accordingly, the importance of physical activity in maintaining the functional efficiency of the body must be emphasized in relation to the maintenance of "physical fitness" as a specific element within the concept of "total fitness"; and the biological objectives must be given more than lip-service to insure efficient functioning of physical structure as the basis for total fitness of any person.

"LEARNING RESULTS FROM DOING"

Roger K. Burke

IF PSYCHOLOGY IS the study of the behavior of organisms, then it is obvious that psychology is a basic source-field for both the philosophy and practice of physical education. Neither present practices nor future directions in physical education can be understood apart from the momentum of the history of psychology. It should, therefore, be rewarding to review the historical evolution of schools of psychology, recalling how the major psychological theories have viewed the human organism, and how each one has interpreted the nature of learning and the purposes of bodily movement. Within the space available, this review can only be suggestive.

By taking some liberties it is possible to classify the historic schools of psychology under two major philosophical headings—Rationalism and Empiricism. Rationalism seeks its authority in Idealism, Relgion, and the Classics, while Empiricism seeks its authority in Nature, Experience, and Scientific Experimentation. Rationalism gives rise to schools of psychology that are essentially atomistic or dualistic

in their view of man. Empiricism views man and nature in terms of integrated wholes. And it should be noted that while Rationalism and the dualistic schools of psychology preceded Empiricism and the integrationist schools, it is not strictly true that the one replaced the other. Old psychologies never become extinct; they merely become modified while continuing to propose a vital theory even to the present day.

Going back a few centuries, at least three atomistic or dualistic psychologies can be identified. These may be called Ascetic Dualism, Liberalized Dualism, and Materialistic Dualism.

Ascetic Dualism proposes a basic dichotomy of *soul,* on the one hand, and *matter,* on the other. It is based on the concept of original sin and the total depravity of human nature. Revelation is believed to be the only source of knowledge. The body is conceived as a device of the Devil, seeking to pervert the soul. Accordingly, the body is mortified, subjugated, and degraded; bodily urges and activities are suppressed; and there is no physical education.

Liberalized Dualism preserved the dichotomy between soul and matter, and proposes also a sub-dualism of *mind* and *body*. It is more liberal in the sense that reason, as well as revelation, is recognized as a source of universal truth. The methods of education consist of cultivation of the intellect, mental discipline, formal indoctrination, and the workings of faculty psychology. Under Liberalized Dualism, the body is viewed as the servant of the soul and the mind. The body should be strengthened and toughened that it may better obey and serve the intellect. Physical education is Spartanistic, preparing the body as a tool. Exercise is indulged for purposes of discipline and indoctrination, for utilitarian values, and for its transfer value in developing character and willpower.

The coming of Materialistic Dualism signals the transition between Rationalism and Empiricism. Materialistic Dualism perpetuates the ideas of mental discipline and of automatic transfer of training, but it introduces the idea that human nature develops out of environmental influences. And so it leads gently to the psychologies of Structuralism and Associationism, which build upon the new-found importance of environmental factors. The importance of sensation and environmental stimuli are recognized. Sensations are thought to leave traces in the mind, and these traces are associated or connected, giving rise to ideas. Faculty psychology persists, with continued emphasis upon repetition and transfer of training. But new ideas are proposed: first, that mental activity is a dynamic process, based on activity and experience, and second, that ideas reflect an attempt by the individual to adjust to his environment. There is less emphasis on compartments of mind, and more upon individual differences.

Under Materialistic Dualism, Structuralism, and Associationism, the body is viewed as an essential mechanism through which sensory information is transmitted to higher centers. The body is used to expand experience and to "feed the mind." Physical education provides formalized—or sometimes natural—activities to promote growth and to provide experiences for developing the mind and the character. Strength, power, and health are used to support competitive individualism. Here is the basis for the first organized programs of physical education, and later the first formalized systems of physical education.

Functionalism developed an evolutionary theory of behavior growing out of Structuralism and Associationism; and with the work of G. Stanley Hall, Jastrow, and Thorndike, it is an easy step to the controlled experiments of Pavlov, Watson, and others who created the Behaviorist psychology. Under Behaviorism, original nature is conceived as a few basic reflexes and drives; from these an infinite number of higher reflexes can be conditioned.

Under Functionalism and Behaviorism, the body emerges from its lowly role and is recognized as an integral part of a behaving organism which seeks to adapt itself to its environment. *Thinking* is a function of the muscles and glands as well as of the nervous system. The body is used as a conditioning mechanism, to develop optimum functioning and self-expression. Physical education encourages a natural, unfolding growth and development, with activities selected according to the needs, interests, and abilities of the learner. There is a psycho-somatic purpose, but the social element is not yet fully emphasized.

The concept of the unity of the organism is furthered by the rise of Gestalt psychology, and the way is prepared for "the whole child to go to school." The mechanical and piecemeal learning of the Associationists is rejected by the experiments of such men as Wertheimer, Kohler, and Koffka, who regard learning as a whole response of the whole organism to a whole situation. Repetition and association are replaced by emphasis on insight, purpose, maturation, and integration between organism and environment. The body is no longer separate, but is merged into the organismic unity of the individual. Natural activities are preferred over artificial and manufactured ones. Instead of analyzing activities and subjecting their parts to drill, the whole method—a total response to a whole situation—is promoted.

Experimentalism, as interpreted by Dewey, Kilpatrick, and others, continues to emphasize wholeness, integration, and individuality. Dewey identifies the following natural impulses: to construct or make things, to express oneself artistically and creatively, and to investigate. Further, there is social impulse. Individuality is seen as a social outcome; experience has a social meaning. Authoritarianism is denied, and the learner, instead of the subject matter, becomes the center of education. Education becomes a matter of problem-solving rather than of transmission of knowledge.

Although it is doubtful that Dewey's psychology has yet been satisfactorily assimilated by educational practice, still another and newer psychology appears on the scene. This is the Field Psychology, rising out of the work of Lewin. Field Psychology extends the ideas of integration and interaction, and supports the proposal that social worth is a basic philosophic objective. It directs education toward group interaction. Consensus, rather than individual freedom, is the epitome of democracy.

Both Experimentalism and Field Psychology view the body as a dynamic element in a unified social-physical-organismic field of interacting valences. Physical education activities, because of their peculiar nature, become favorites among the many other kinds of activity through which optimal group interaction may be developed and practiced.

It is now time to look back through historical perspectives and seek possible trends and generalizations from the material that has been so sketchily presented.

As the various schools of psychology are plotted on a timeline, several directional progressions, or evolutions, become apparent. One such trend indicates an increasing awareness of the nature, importance, and value of individual differences. This implies that physical education must have multiple objectives, based on the various needs and capacities of individuals. It also implies that the *method* of physical education, as well as the subject matter, must be flexible and perhaps eclectic if it is to serve the variety of individuals adequately.

A second trend is the pathway from atomistic psychologies toward bigger and bigger "Gestalts." In recognition of this, physical education theory has emphasized increasingly the whole method, the psychosomatic unity, and the concept of total interaction. It is possible that we have over-emphasized this implica- in practical situations. Further, there is the danger that in trying to be all things to all people we may lose ourselves in the complexity of wholeness. Some people believe that our current view of "total fitness" is an example of this, and that the wholeness of total fitness is too often a wholeness of verbalism which transcends our capability to act."

A third generalization from the history of educational psychology is the hint of a conflict between the importance of individual differences and the importance of social and group objectives. The proponents of field psychology and group interaction have even been accused of trying to eliminate individual differences and to substitute conformity to the group mean. Unquestionably this has happened in the programs of some zealots, but an objective analysis of the theories fails to indicate that such a conflict is either necessary or desirable.

A fourth trend in the history of educational psychology is a change in emphasis leading from *manipulation of* the organism toward *participation by* the person. The catch-phrase topic of this paper is "learning results from doing." All psychologies agree with this, but they differ with regard to what should be learned and what should be done to learn it. This problem may be resolved, perhaps, by recognizing that learning results not from *doing,* but from *involvement*. Pavlov's dogs could be conditioned *only when they were hungry*. Thorndike found that transfer of training occurred not merely by temporal association, but only when identical elements were present and *were perceived*. The field theories emphasize not spatial proximity, in the physical sense, but valences and *distance-in-terms-of-meaning*. The psychological objectives of physical education can be approached only when the activities are meaningful to the learner, only when the meanings are satisfying, and only when the learner is truly involved in what he is doing.

"INTERACTION IS A GROUP PROCESS"

Dorothy Mohr

THE THEORIES of field psychology served to focus the attention of educators upon the significance of the relationhsips between individuals and the groups that comprised basic elements of the social structure in which they lived; and this led to increased emphasis upon objectives and methods related to the development of desirable group behavior and membership in all areas of education, including physical education.

Group theory begins with the recognition that life is a continuous series of interactions within a social structure. Through this process of interaction, individual and group patterns of social behavior are shaped, determined in part by the cultural norms or expectancies, but also by the quality of the interactions within the groups which tend to enlarge or diminish freedom to react with original, unpredicted, self-expressive behavior. Through these interactions each person formulates his picture of himself in terms

tion, for there is a limit to the magnitude of a "whole" which can be meaningfully handled by human beings of his own interpretation of the reactions others display towards him; and his own reactions to these interpretations determines the quality of his personal adaptation to the social structure, not necessarily as it is, but as he sees and experiences it. One of the major objectives of physical education, as of all education, is to provide group experiences that will enable children to make the kind of adaptations that will best fit them for satisfying living within the groups that comprise their social structure.

A group is defined as any number of persons interacting with each other in face-to-face meetings from which each member receives some impression or perception of each other member distinct enough to enable him to react to him as an individual person. Such a group is more than a mere aggregate of individuals; "we" is something above and beyond the sum of the "me's.' A group develops from the contribution and interaction of its members; and the characteristics of a mature group resemble those of a mature, adult human being.

All groups exist for the purpose of fulfilling needs of their members, and usually have as major goals individual learning and/or group decision making. An individual joins a group for a variety of motives, and he becomes involved in its activities to the extent that he finds satisfaction for his own needs. Thus, people belong to many groups simultaneously, and each membership affects their behavior and interactions in any particular group. He may belong to: the present group; the group they represent either with or without vested interests; the larger, abstract, cultural group; hangover groups from previous situations; fantasied groups. Accordingly, he may experience membership conflicts that will affect his current interactions, although this is not necessarily true if he and the group are both reasonably mature.

Interactions within a group take place on both a content level and on the level of interpersonal relations. Problems at the content level arise from inflexibility, poor communication, faulty logic, confusion of disagreement with personal hostility, and inhibition of emotional responses. Patterns of interpersonal relations are subject to alternation by changes in group function, changes in group membership, and development and change in group standards; but some participants may fail to change because of incomplete membership or cross currents in the group operation. Participation in a group is essentially experimentation; one tries a particular act and is influenced by the way it is received by the group.

The term "group dynamics" refers to the area of study and research focused on an examination of the dynamics of groups as one aspect of social science. Whenever two or more people are together, there will be interaction, interpersonal relations, group structure, communication; the forces operating to determine the behavior of the group and its members in these areas are the subject-matter of the study of group dynamics. No leader can direct his own behavior in the most effective channels in relation to a group if he lacks an understanding of at least the principal social and psychological forces that are affecting the dynamics of the group.

Leadership is an interactional phenomenon, a set of functions, a structure, and the performance of activities which help the group achieve its objectives. It consists of an effort to direct the behavior of others toward a particular end. The forces that influence leadership behavior include; the type of job that needs to be done; the leader's personality; the personalities of the group members; and the sanctions at the leader's disposal. The problem of leadership is to determine to what extent and in what way human behavior should be influenced by others. Our lives and our society depend upon how this problem is solved.

The ultimate goal of democratic leadership is frank, friendly and sensibly balanced participation by all members of the group. Adequate communication and interaction requires a warm and permissive atmosphere in which there is freedom from overdependence on the leader or overdominance by any members of the group. It requires that issues be discussed vigorously and that participants become emotionally identified with the problems of the group in a mature way. It requires that leadership helps individuals not participating to do so and encourages attitudes of mutual respect and understanding among the group members.

The difference between authoritarianism and democracy is a difference in attitude toward the rights and capabilities of human beings. In authoritarianism, the leader is presumed to know best, and it is therefore his responsibility to direct the behavior of the group. In democracy, the group has the right and capacity to make its own decisions, and the leader's function is to help it do so. Most groups operate somewhere in between these two extremes; what is important is the direction in which they are heading.

Research evidence points to these values of democratic leadership: people understand fully only those ideas they have helped to formulate; group decisions receive more support than autocratic edicts; democratic leadership draws upon all available human re-

sources in a group; it creates self-reliant individuals; it builds a self-sustaining group; and it allows for differences, and thus for greater progress.

Leadership is a function of the situation, the culture, and the context and customs of the group quite as much as it is a function of personal attributes and group requirements. It is a function of three dynamic elements—the individual, the group, and the situation. To select appropriate techniques for use in a particular group, the leader must know: the dynamics of the group and its members; the goals, values and ethics of the group and its members; and the dynamics of the particular techniques he is considering.

Inevitably a teacher is a group leader, and every class is a group situation, but a class is not immediately a group with unified purposes and a satisfactory network of interpersonal relations. To become a democratic working group a class needs: a climate of warmth and acceptance, recognition of individuality, and ego-involvement of all members; attitudes toward leadership that involve responsibility for the activities of the group; the setting of limits that are understood and accepted by all; discussion that allows the sharing of ideas rather than the sharing of ignorance that results from arguments; the making of real choices about the things to work on and the ways of working that involve interaction between freedom and responsibility; continuous evaluation in which all participate; and recognition of factors that interfere with group development. These may include: each member's hidden agenda, his individual goals and home and environmental influences; the attitude of the teacher toward the students, possibly influenced by the tradition of teacher-directed classes; lack of awareness of common goals; and the urgent concept of necessary efficiency.

We, as teachers, are agents for planned change. Planned change means change which derives from a purposeful decision to effect improvements in a personality system or a social system, achieved with the help of professional guidance. The utilization of group process in teaching is directed toward achieving changes that: set the individual free to maximize his potential; aid each person to accept the individuality of the other; help the group learn to value the "non-conformist"; help each to learn how to communicate with the other; aid each in integrating what has been learned in the group through individual activity; help each to find an area of self-expression that is satisfying and developmental; help each to develop a sensitivity and an empathy toward others; help each to develop the strength to be an individual, to withstand group pressures when major values are at stake; and help each to develop a personal value system against which decisions can be measured and evaluated.

Clues to the methods through which these objectives of planned change may be attained are found in recent researches in the area of group dynamics. Change occurs most effectively if both the leader and the individual in process of change have a strong sense of belonging to the same group. The more attractive the group is to its members, the greater its influence. The greater the prestige of a group member in the eyes of other members, the greater the influence he exerts. The more relevant attitudes, values and behavior are to the basis of attraction to the group, the greater will be the influence of the group in changing them. Strong pressure for changes in the group can be established by creating a shared perception by members of the need for change, thus making the source of pressure for change lie within the group. Information relating to the need for change, plans for change, and consequences of change must be shared by all relevant people in the group. Efforts to change individuals or subparts of a group which, if successful, would have the result of making them deviate from the norm of the group will encounter strong resistance.

Interactions are never-ceasing; the quality of those interactions shapes the pattern of individual and group behavior in all aspects of living. The social purpose of education is to influence those interactions in ways which will produce desirable individual and group behavior within the social context of democracy. It is on these premises that the objectives of physical education, as of all education, must be established.

At the time of the Breton Woods Conference. Franklin D. Roosevelt challenged all educators when he said:

> The point in history at which we stand is full of promise and of danger. The world will either move toward unity and widely shared prosperity, or it will move apart into necessarily competing economic blocks. We have a chance, we, the citizens of the United States, to use our influence in favor of a more united and cooperating world. Whether we do so will determine, as far as it is in our power, the kind of lives our grandchildren can live.

"PURPOSE DETERMINES CHOICE AND ACTION"

Leona Holbrook

THE ENORMITY OF this assignment: To summarize what has been so well said and to bring out of it some ideas of philosophical projections for our profession presents a problem in profundity!

Eleanor Metheny's introduction stressed the multidimensionality of man's nature and the pervading and interlocking unity of the identifiable qualities

that make him human. She spoke of man and his capacity for voluntary movement. The adjective "voluntary" is to be emphasized and prized.

H. Harrison Clarke has emphasized that structure implies, obliges, even *compels* function or functioning. As Leonard E. Reed says in his book *Victims of Social Leveling*

> The fullest possible employment of one's faculties is what makes for strength of body, of character, of spirit, of intellect. Non-use of faculties leads to atrophy.
>
> The story of the wild duck that joined the domestic ducks, was fed, but later couldn't fly above the barn . . . and other stories of nature attest to principles of biology which are as applicable to *persons* who won't use reason as they are to *animals* which haven't the faculty of reason.

Roger Burke has brought us through history to the newer psychologies which recognize and enhance the role of the individual with his varying capacities for participation and for contribution. Methods and materials must be selected, devised, and adapted to make the most or the best of each individual. A note of caution has been given, too, that we may talk too much and do too little. Learning results from meaningful participation and involvement; to be completely involved, to commit oneself, that is the way one learns.

Dorothy Mohr has emphasized that individuals contribute to groups, which in turn influence the lives of their members as individuals. The group, functioning through the process of interaction, may raise its own standards as it elevates its members, utilizing the strength that strong individuals bring to the group.

Now to apply the catch-phrase title: "Purpose determines choice and action." The vehicle of physical education has a big load to carry, for the purpose of physical education is to help in the preparation of individuals who may either solve the problems of the world or live through them. To deliver the goods we need a mighty sturdy cart. We need to proceed on a powerful undergirding of deep purpose that derives its force from our philosophy of man, of education, and of physical education.

Attempts to merely *defend* our current American program in physical education will in the end be self-defeating. Our program has its strengths, but it also has its weaknesses, and a defensive position implies the covering of weakness. But boasting about the strengths of our program can also defeat our purposes. In the Olympics as we compare scores with the Russians, we have seemed to sing in chorus: "We are the biggest; we are the best; we are ahead of all of the rest." What euphoria! An exaggerated sense of well being, such as a sick man may feel just before he dies.

Significant improvement in our programs will occur only if we extricate ourselves from the habit of defense on the one hand and the debilitating delusion of superiority on the other, and make a realistic attempt to identify the purpose, choice, and action that are essential for the achievement of quality.

We must continue to recognize and to provide for the biological nature of man, thus making our unique contribution to the total process of education. But we cannot afford to merely emulate either the ancient Greeks or the modern Russians; and neither can we hope to succeed by attempting to do all things differently from our cultural antecedents and our modern global competitors. Neither the copying of the past nor resistance to threatening cultural outbreaks in the present will build a complete and gainful program in physical education.

Our biological background may be the same as that of the inhabitants of other countries, but our cultural backgrounds and social ideals vary from theirs. The working organism for which we propose was conceived in the far away yesterdays and is akin to our nodding acquaintances around the globe. The biological inheritance remains fairly constant. We of the space age are biological descendants, and thus close relatives, of the stone thrower of the stone age. With that biological inheritance we have also received inherent commitments of responsibility. Variations of psychological and social pattern are man's later additions, and these constitute modifying influences. Accordingly, neither the thinking of yesterday nor the plans followed in Lhasa are suited to the complete nature and needs of the western hemisphere, north portion, midcontinent Americans. We must devise our *own* purposes out of our own experiences, our own thinking, and our own communication with each other; and in those purposes we must find our own record. "Can two walk together except they be agreed?" (Amos 3:3) Unity of purpose not only presents a front of force; it provides a phalanx of strength within the profession.

Now to choice. A Hindu philosopher of the Second Century B.C. wrote: "What the wise choose, the unwise people take; What best men do, the multitude will follow." (Bhagavad-Gita, Book IV) Surely this is sometimes true—and would that it were always true—but when leadership falters the words may be reversed, and even the best men may allow themselves to be persuaded by "what the multitude do." Our leadership must be strong and their choices marked by wisdom—choices made in the whole context of all values that we cherish. We have a chance to choose now between a greater good and a great good, between a great good and a good—between a good and a no good. We have an opportunity to choose between action and repose. We can choose

among the needs we will meet. We can enlarge and expand those needs.

Our field for choice is enlarged when we do more than meet basic needs. It is by having more and offering more than meets a basic organismic need that we come to refine our taste. In the Foreword of the Rockefeller Fund report, *The Pursuit of Excellence,* we are charged with this responsibility:

> No challenge is more important than to give concrete meaning to the idea of human dignity. This task is all the more complex because the answer will be found less in what we say than in what we do. It will be found partly in the scale of our achievement but even more importantly in the quality of our lives.

The excellence which we may all come to esteem is not something that will be dropped over us from the ceiling of a convention hall. It is, rather, something that will come to be through the selection and the concentration of qualities in conflict, until there emerges a philosophy of choice. Such a philosophy is not *"given";* it is an *"emergent";* and it *will* emerge where skill, purpose and the cultivation of taste provoke a choice.

Now we must move to action. In 1941 our best and wisest leaders were speaking of the breadth of preparation we needed for military preparedness and of the depth we needed for life that would express itself through a plan for action. Now we face a new era. Physical education for the Space Age may be quite different from the "old" physical education if some of our colleagues are seriously planning some of the space-age courses they have speculated about in convention conversations! No need to worry about the doubling or tripling of college populations if we move the walls closer together, hold classes in the broom cupboard, and give three days credit instead of one semester credit as we prepare students for sitting in cramped spaces for three long days of lunar flight. But of course all *that,* too, will change! The scientists will find a way to design roomier passenger quarters in the rockets of the next decade.

Do we seriously think that *all* humans will spend their lives squatting in space ships? Shall we be overwhelmed by a space we scarcely understand and spin off? Or shall we focus our attention on men and women of the future who will be climbing mountains, on *Earth,* on their own feet, girls who dance in studios, people who play tennis on earthen courts, and boys who play fotball on green, grassy fields on brisk Saturday afternoons? As inhabitants of Earth, let us maintain our educational citizenship by sometimes coming down to earth, keeping our feet on the ground in physical education. Our program of action cannot be built on entertaining distractions and by pursuing diversions. Our program of action must be chosen for its ability to contribute to participants, for its inherent value, and for the involvement and enhancement of the individuals participating.

Ours is a difficult task. We wish to produce both quantity and quality. These seemingly diverse ends offer no easy attainment, for, as John Kenneth Galbraith has pointed out in *The Affluent Society,* in the worship of *products* we are *materialists,* while in paying deference to *quality* we are *idealists.* We who are in this gathering can—and must—be *human materialists* and *human idealists.*

There are two ways by which our ultimate professional purposes, our choices and our actions may become disseminated. One is by precipitation and the other is by osmosis. In the space age or in any future age which we may know, let it rain! Let it soak in—on our public, our students, and our professional affiliates. Let us make our purposes clear, our choices evident, and our actions significant. For "if the trumpet give an uncertain sound, who shall prepare himself to the battle?" (I Corinthians 14:8)

CHUCKLES

"Is it true," the teenager asked of the explorer just returned from the heart of Africa, "that lions won't hurt you if you carry a torch?"

"Well, that depends," replied the explorer, "on how fast you carry it."

* * *

Senior: Hey, why are you crying?

Freshman: I found out that the courthouse burned down and all the records were destroyed.

Senior: Well, so what?
Freshman: Now I can't prove that I was born.

"Well, good night. Hope I haven't kept you up too late," said the departing guest.

"Oh, no, not at all," answered the polite host. "We would have been getting up soon anyway."

* * *

Mama Skunk was worried because she could never keep track of her two children. They were named In and Out, and whenever In was in, Out was out, and if Out was in, In was out. One day she called Out in to her and told him to go out and bring In in. So Out went out and in no time at all he brought In in.

"Wonderful," said Mama Skunk. "How in all this great forest could you find In in so short a time?"

"It was easy," said Out. "Instinct."

Girls Need To Be Fit, Too!

Virginia E. Hawke

"YOUNG WOMEN OF today need meaningful experiences in activities which provide for growth and development in *all* aspects of living," was one of the main emphasis of provocative remarks made by Dr. Eleanor Metheny, a foremost professor of education and physical education, at a recent meeting of professional educators. She stressed the fact, "Yesterday's thinking is not good enough for tomorrow."

By and large we are living in surroundings designed and planned to meet adult needs in a mechanical age. But the age of space is upon us, and we have not really caught up with the mechanical age in our design for human betterment. We must, therefore, take cognizance of this time lag and take steps to improve the fitness of our young women.

Too readily and too easily have the technological advances been accepted to substitute for the active way of life present not too long ago. Many household chores that used to be considered commonplace and "expected" of women are now done by pushbuttons and the wizardry of gadgets. "In this process of waging war on work there is a tendency to extol everything as 'good' if it reduces the demands . . . to work, to struggle, to strain, to energize, and to be vigorous," is the way it has been succinctly expressed by Shane MacCarthy, Executive Director, the President's Council on Youth Fitness.

Young women must be prepared to meet the demands of normal living, the ability to adjust to the rapidly changing pace of the *space age* society. They must not only be strong and adept physically, they must be prepared mentally, emotionally, socially, and spiritually as well.

Far too many of our young women do not move enough to produce even physiolgical effects. Few walk when they can drive or be driven; few roller skate or ice skate; fewer bicycle; fewer still play field hockey. It becomes almost unladylike for any of them to run, jump, or climb; and hiking is something they only read about. By far the most vigorous activity in which a large number actively participate in social dancing, which, while requiring strength and energy does not provide the type of exercise necessary to build real stamina, endurance and all-round agility. Exponents of modern, interpretive or ballet dance forms will probably take exception to this point. However, only relatively few girls engage whole heartedly in the dance forms.

To maintain their sylph-like figures, teen-agers resort to dieting and diet fads rather than participate in the vigorous-type activity which is basic to the development of bodily grace and beauty. The strength and musculature which once resulted from walking, riding, running and the performance of chores that were part of the normal living a few decades ago is no longer popular—"the thing to do."

Fitness is a positive challenge to look to the present and to the future. The sedentary habits that young people are manufacturing today are creating a national disease of mass inertia, and adults are accelerating this human softness. Parents make their children inactive by mandate even before they go to the first grade while an adult society allows danger to exist outside the American door, even in the residential communities where boys and girls can't expend human energies in a normal, safe, and wholesome manner when they want to do so.

This, then, is the challenge of today. It is part of the reason the President's Council on Youth Fitness came into being. The role of the Council has been, *and continues to be,* that of arousing the citizens of our Nation to take stock of the present fitness of youth and to take steps to improve and enhance the physical fitness of youth by providing *opportunity* and *incentive* for its accomplishment.

Fitness is concerned with youth—all youth—the *girls* as well as the boys—to meet the demands of day-to-day living. Young women want more than mere physical health and strength; they are concerned with the concomitant attributes and skills—knowledge, social relations, religion and service to others.

It is squarely up to those interested in promoting the well-being of youth to guide young women in these demanding days to take full advantage of the potentials in each community. The teachers and those in allied professions must realize that fitness is a full-time job and that many have met the challenge and are continuing to meet the challenge. Although the President's Council on Youth Fitness has outlined *goals for action,* it does not dictate a program. "More and better" programs are needed in the local school systems in the local youth-serving groups, school systems and recreation departments—*incentives* to challenge, to stress the fact that fitness is an on-going, popular theme. One does not become fit for a one-day endeavor but fit for day-to-day endeavor.

It is the responsibility of competent leaders and teachers to create opportunity, provide facilities whereby the "jeunes femmes" can actively participate in wholesome activities that will effect positively the physiological processes. "Doing" develops the will

and the power to do more, better. This is what is needed, and it is up to adults, parents, teachers, and youth leaders to stimulate girls to participate. Each individual should become proficient in a few total body activities, during their teens, to carry over into adult life. This can best be done by the setting of examples which reflect vigor, vim, vitality and happiness in the *doing*.

One of the first steps is to inventory the opportunities that exist for girls and young women to participate in civic affairs, to contribute to cultural groups, to serve with volunteer organizations, in hospitals, at the USO, and in recreation centers. Service through leadership in the Girl Scouts, YWCA, Camp Fire Girls, and the American Red Cross are just a few that present a challenge.

Parents and leaders of youth need to check on the resources and facilities that are available in the community for girls to participate in wholesome and vigorous outdoor activities, such as hiking, skiing, horseback riding, skating, and bicycling. It would seem appropriate that consideration be given to instruction in these and other activities in the school program which are in keeping with the locale. These then might develop into leisure time activities in adult life. One of the greatest needs is to coordinate the efforts of existing organizations to utilize to the fullest the facilities and fields of schools, industries, and of the community, that are now available.

In program planning, it is essential to harness the leadership of youth groups to assume the responsibility for individual fitness; to plan a variety of activities and to encourage the desire for active participation—develop an appreciation of the out-of-doors, and the beauties of our natural world; to develop talent.

Parents and teachers must build the environment which offers a freedom to choose an activity, and then to take part in a safe manner—to develop the girl who can assume the responsibility for making and carrying out decisions.

Through the medium of sports, healthy play, and recreation, comes the opportunity to improve physical and mental health, to have fun and relaxation, to meet and mix with people, and to develop skills which increase the enjoyment of the activity.

Whatever the program, yesterday's thinking will not do. A program that helps the individual girl attain maximum fitness for her role as teacher, nurse, scientist, businesswoman, wife and mother must be as modern as tomorrow's thinking can make it, for our girls and women do need to be fit, too!

GOLF IS AN EASY GAME

Everyone knows how to play golf. Once a player has mastered the *grip* and *stance,* all he has to bear in mind, in the brief two-second interval it takes to swing, is to keep his *left elbow* pointed in towards the left hip and his *right arm* loose and closer to the body than the left . . . and take the *clubhead* straight back and low along the ground until his *hands* are past his *right knee* . . . and then break the *wrists* at just the right instant while the *left arm* is still traveling straight back from the ball and the *right arm* stays glued to the body . . . and the *hips* come around in a perfect circle . . . and meanwhile everything will be mucked up unless the *weight* is 60 per cent on the left foot and 40 per cent on the right at the start . . . not an ounce more or less . . . and at just the right point in the turn the *left knee* bends in towards the right in a dragging motion until the *left heel* comes up off the ground . . . but not too far . . . and be sure the *hands* are over the *right foot* . . . but not on the toe more than the heel . . . except that the left side of the *right foot* is tilted off the ground . . . but not too far . . . and be sure the *hands* at the top of the swing are high and the *shaft* points along a line parallel with the ground . . . and if it's a downhill lie the *shaft* is supposed to be pointed downhill, too . . . and pause at the *top of the swing* and count one and jerk the *left arm* straight down like a bell ringer yanking a belfry rope . . . and don't *uncock the wrists* too soon and pull the *left hip* around in a circle . . . but don't let the *shoulders* turn with the *hips,* they have to be facing the hole . . . and now transfer the *weight* 60 per cent to the left foot and 40 per cent on the right . . . not an ounce more or less . . . and tilt the *left foot* now so the right side of it is off the ground . . . but not too far . . . and keep the *left leg* straight . . . that's the one you hit against . . . and watch out for the *left hand,* it's supposed to be extended . . . but not too stiff or the shot won't go anywhere . . . and don't let it get loose or you'll hook . . . and let the *wrists uncock* . . . but don't force them or you'll smother the shot . . . and don't break them to soon but keep your *head down* . . . AND HIT THE BALL.

WHAT?

Tom: I had the darndest luck trying to telephone my Chinese laundryman yesterday.
Mike: Why, what happened, Tom?
Tom: Aw, they kept giving me the Wong number.

The Solid Front of Physical Education

H. E. Kenney and Jay A. Bender

WOOD AND HETHERINGTON, in the early 1900's, observed that the boys were playing ball games in the vacant lots and on the streets. Partly motivated by their observations of what American boys seemed to enjoy, these men took the lead in the movement away from formalized European systems of physical education which had been in vogue in colleges and academies since 1825. The educational philosophies of Thorndike and Dewey, the sports interest of English immigrants, and the quick response of American youth to sports activities all worked together to develop what sometimes is called an American system of physical education, an education through sports. Since World War I the profession of physical education has accepted the idea that learning sports skills and participation in athletics constitute adequate physical education for youth.

Changing Times

When our chief object was training for wholesome use of leisure and combating the effects of sitting in study halls and classrooms, the practice of sports skills and participation in athletics perhaps was a reasonably good approach to a defensible program. Times, however, have changed tremendously, and the activity programs engaged in by men and women in our day must do more than recreate. We are fast becoming an inactive people who do little physical work and seldom walk, climb stairways or fire furnaces, but instead watch television, twist thermostat dials, ride escalators and automobiles, and eat high-calorie meals. Recreational sports are wonderful for zestful living, but we must be honest with our students and help them realize that the fun to be gained from sports is dependent upon the vitality and strength to participate in them.

Have We Expected Too Much From Sports?

We have really credited sports skills and play with tremendous powers to instill into growing young folks the needed traits for good living. We have assumed that participation in team games while in school develops in youth such things as integrity, sportsmanship, respect for authority, co-operation, and, in addition, create an impelling desire to participate in sports for the rest of their lives. We have talked about carry over of sports skills from school to life situations outside of schools as though these things actually took place in a large measure. Many have never bothered to ask whether or not boys learned sports in school and then actually played them after they became men.

Limited Carry Over

As a matter of fact, a little observation will probably convince anyone with an open mind that what we call "carry over" does not exist in the broad sense we have believed. For example, if every boy and girl who learned tennis in school decided to play tennis even once a week, we would be woefully lacking in our tennis facilities in almost any community. This does not mean that we should stop teaching tennis. The more demands we have for tennis in urban and rural communities, the sooner we will get more tennis courts. When viewed as a recreational activity occasional participation in tennis becomes highly desirable. In fact, it is so desirable that we should take steps to help people to maintain the strength and vitality to continue to play well past middle age; or even to old age. Occasional tennis, however, will not do it. Daily tennis perhaps, yes, but here we are talking about a very few who are able to find the time and facilities for this amount of play.

Naturally, some individuals play the games learned in school, or other sports adopted because of their sports interests developed in physical education classes. A study of sports hobbies of University of Illinois graduates indicated that 97 per cent of these participate, to some degree, in sports. This study also pointed out that 65 per cent of the graduates took part in at least one sport learned at the University. However, even the most enthusiastic of this group participate less than once a week on a yearly basis.

Occasional Play Is of Great Value

Participation in sports once a week or even much less is definitely worth while. Even a little participation in sports contributes greatly to the enjoyment of living. The individual has something to look forward to from week to week; it provides conversational material, and enriches many lives that would be much more humdrum without it. The release from cares of the office experienced by many men in their Wednesday night bowling or their Saturday afternoon golf is a tremendous thing in their lives. In fact, the recreational aspects of sports participation is so important to good living that we should prepare our students with the basic insights, knowledge, and skills in physical maintenance so that they will be able to continue the sports they love and look forward to continued participation from week to week and year to year.

We are not honest with students if we lead them to believe that they will be able to bowl, carry or paddle a canoe, square dance, or play golf at 50 years

of age merely by doing these things recreationally as they go blithely along through life. Most people do not participate even in their compelling sports hobbies often enough and strenuously enough to maintain the vitality of musculatory strength to continue the sports they love. Therefore, our students must be taught other methods of keeping fit for the activities they wish to do.

Of what value to a man is a love for square dancing or the skill to perform well if leg, feet, or back pains prevent his taking part? It is a sad commentary on our physical education that we help folks develop interests and skills in sports that they must cease at a period of life when they possibly need them the most. Many folks look forward to greater leisure and more time for the things they love as they get older. Physical education must help keep these desires from being futile. Most of these dreams are not realized because of physical deterioration, and it is high time we begin doing something in our physical education classes to prepare our students to maintain the physical ability to have fun with sports.

Sports Are Part of Physical Education

We do not advocate the elimination of sports and athletics from our school programs. Heaven forbid such a move! It would sterilize our programs and take away the present tremendous interests of boys and girls in what we have to offer. We should, however, educate for real understanding so that boys and girls will be prepared to do many of the things they love to do today at an age when our present generation has begun to say, "My back hurts, I guess I'm getting old," or, "I get winded, this is for younger folks."

Changing the Emphasis

Sports skills and interests, as a major objective, has not done the job, and for most people, this kind of emphasis never will. However, straight exercise and calisthenics is not the answer for very few like to just exercise—we need to exercise for something. Therefore, teach skills for interest by all means, but let us also educate our students in the ways and means of physical maintenance. After all, skills and interests without the physical ability to perform creates nothing but frustrations. On the other hand, it takes motivation, an interest, for an individual to want to keep fit. Therefore, we must also develop sports skills.

What Should Be in the Curriculum?

In addition to sports, athletics, and dance, we should expand our physical education programs to include:

a. Posture training,
b. Physique or muscle-building activities: weight lifting, weight training, hiking, endurance running, etc.,
c. "Built-in' fitness know-how—taking advantage of fitness opportunities presenting themselves in our daily lives; walking to work, using stairs instead of escalators, scooping our own snow, using the old-fashioned push lawn mower, proper walking habits, the use of movements of the day's activities in a way that contribute to fitness,
d. Home exercise methods—simple exercises for the home and backyard,
e. The understanding of the difference between musculature-skeletal fitness and circulatory fitness, and why each is important,
f. Scientific knowledge of the relationship of exercise and the degenerative diseases,
g. Understanding of how planned exercise can contribute to the breadth of life,
h. Understanding of methods of maintaining strength of muscle, circulatory fitness, and vitality for the long continuation of "funful" activities as well as maintaining more vigor in work activities, and
i. Facts and fallacies concerning exercise.

Why all of these things in our programs? *First,* so that our graduates will know how to develop and maintain strength and vitality for better living of each day at work, and *second,* so that they will be able to continue joyous participation in sports and dance activities. Most of the things we love to do today are as much or more fun tomorrow. We are old a long time. Let's stay young as long as possible! Therefore, *Sport Skills for Interest—Fitness for Sport Skills.*

SOME SLOGANS

First Aid for Shock: If the face is red, lift the head. If the face is pale, lift the tail.

The less you talk, the more people will listen to what you say.

Are you a part of our problem or are you part of the answer to our problem?

To be successful on the field, team work must start in the dressing room.

This room has been prepared for our mutual use. Do your share to keep it clean.

Horse play is for horses. Our game is football.

First Aider

"Chip Off The Old Block?"

Jack Cratty

DURING THE PAST years a great deal of attention has been focused upon the youth of our country as claims and counter claims have been made concerning their physical fitness. In recent years even the attention of the President has been brought to focus on the question as he has set up special conferences both on the national and local levels.

While working on a master's thesis several years ago, dealing with the physical ability tests at Pomona College, it was realized that by waiting a few years, comparative scores of fathers and sons would be available. It was felt that by examining father and son scores achieved on a battery of physical ability tests including the broad jump, 100-yard run, fence-vault and chinup, during the past thirty-three years, a comparison might enable one to partially answer the question concerning the fitness of contemporary youth.

Upon examining the records in the alumni office it was found that there were thirty-nine possible father-son enrollments during the years the tests were administered (1925-1959). Records in the Physical Education Department, revealed that twenty-four sets of data were available.

Initial examination of the data provided a clue to the overall findings, as it was revealed that of the twenty-four fathers taking the tests only four failed to pass the battery (by achieving a minimum score on each test), while ten of the twenty-four sons had failed (of the four failing fathers, three of their sons had also failed).

Closer inspection of the data brought forth even more interesting information: (1) In three out of the four tests in the battery, the fathers were decidedly superior to their sons while only in the broad jump was there virtually no difference in the average scores. The superiority of the fathers was amplified further as the sons' average score for the total battery was 188.9 points to their fathers' average score of 214.7 points.

Correlations were noted to be highly significant between the father-son score in the broad jump, while a moderate correlation was noted in the 100-yard run scores (.85 and .52). The other tests and the total battery scores were not highly significant when correlated.

The data is unique in that it has been collected over the past thirty-three years on over 4,000 men, during the same time in their lives, on similar facilities, at the same time of the year. From 1925 to 1956 the tests were administered by the same man, Mr. Colvin Heath, with younger members of the faculty taking over in 1957 attempting to keep test administration consistent with the earlier methods.

While factors influencing the decline of the sons ability over that of their fathers, are probably too numerous to discuss (i.e., mother's physical makeup, motivation, genetic vs. social influences, etc.), the fact remains that *the ability of the present generation to perform a broad jump, 100-yard dash, fence-vault and chinup, was inferior to that of their fathers in the same tests.*

If physical educators consider these activities indicative of fitness, basic movements prerequisite to success in athletics, or as indicative of general physical efficiency they would do well to consider this data, and improve the physical education programs in our country's schools and colleges. *There needs to be an increased emphasis on vigorous activities in the program for both men and women.*

[1]Thanks are expressed to Professor Robert L. Strehle, Department Chairman for his helpful assistance.

A CULTIVATED CHARACTERISTIC

A visiting basketball coach came into the office of the superintendent of the home school to complain long and bitterly about the referees. The game had gone to overtime with the visitors winning by one point.

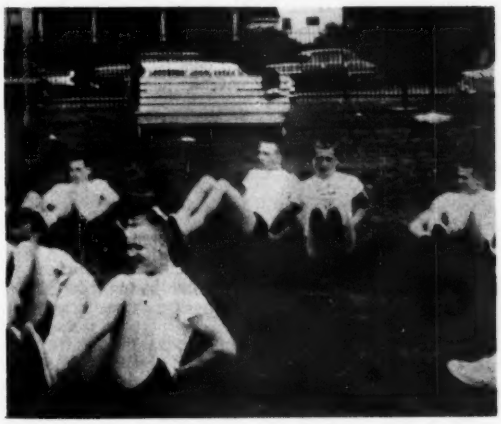
"Now," the irate coach said, "Why do you have to hire such awful referees? Lindy is stupid. I do not mind him so much. Many people are stupid and stupidity is an accident of birth. But Schmiddy! Schmiddy is crooked, and that is an acquired characteristic."—*R. O. Boehlke,* Superintendent, Farmington, Minnesota. From: The Coach.

Youth Fitness Week at the University of Illinois

Fred Robey

THE WEEK OF May 3-9, 1959, was designated as Youth Fitness Week by President Eisenhower and also Governor Stratton of Illinois. A committee was appointed to study the possibility of having all activity classes[1] participate in some type of physical fitness test which could be given in a period one-half hour in length, and also to decide what should be covered during the "follow-up" period.

It was decided that a fitness test composed of sitting tucks, pull-ups, and the mile run should be given,[2] particularly since the same battery had been given in the Basic Instruction Program in the Spring Semester of 1949-50 and percentile scores made from the data. This would enable us to do two things: (1) show the individual student his percentile rank based on the 1949-50 data, and (2) observe how those students currently enrolled in the Basic Instruction Program compare in fitness with those enrolled nine years ago. Also, it was decided that the "follow-up" period should be composed of a lecture-discussion session on physical fitness based on an outline containing the following major headings: student involvement in the discussion by means of leading questions, aspects of physical fitness, the advantages and disadvantages of being physically fit, methods of determining a person's physical fitness, how an individual may improve his physical fitness, and a discussion and interpretation of the scores made by the students on the three item test.



SITTING TUCKS

[1]This does not include Prescribed Exercise or Weight Control classes.

[2]T. K. Cureton, et al., *Endurence of Young Men*, Washington, D.C.; National Research Council, Society for Research in Child Development, 1945, pp. 161-162.

PULL-UPS

Organization

In order to have adequate facilities for the testing program, two testing stations were needed, each with an outdoor running track and a chinning bar. It was necessary to construct a special chinning bar capable of handling 12 men at a time at each site, and at one site it was necessary to have a quarter-mile running track surveyed and marked off with orange flags.

Due to the enrollment in the Basic Instruction Program, the peak load at both stations approached 230 students at certain hours of the day. An attempt to accurately test such a large group in one-half hour would have been virtually impossible with the existing facilities irrespective of the fact that the average class consisted of only 23 students. To alleviate this problem, those classes which met at the same hour were assigned a definite day during Fitness Week on which to take the test so that the peak load at a certain hour was halved.

Also, over 600 students were enrolled in Physical Education classes where street clothes were worn. On the day they were to be tested, it was planned that students should bring an appropriate uniform and be directed to an area of the gymnasium containing a block of empty lockers where they could shower and dress. A man was assigned to guard the students' belongings while they were taking the tests.

Administration

After the organizational details had been worked out a staff meeting was called to orient the instructors on the procedures to be followed during Youth Fitness Week. Directions were passed out regarding the administration and scoring of the three item test; in addition, the material to be covered during the lecture-discussion period was explained and the outline

to be followed was distributed to the staff.

Certain procedures were followed in the actual administration of the physical fitness test.

A. In the class preceding the testing period the students were briefed on the nature and purpose of the tests to be given and on the procedures to be followed during the testing period.

B. At the beginning of the 30 minute testing period each student was given a pencil and a physical fitness score card on which to record his own raw scores. Since a student's performance on the test in no way affected his class standing, there was no reason for an individual to "pad" his score. Either sitting tucks or pull-ups were given first depending on the number of students using the chinning bar at that particular time. In most cases completion of these two tests did not take longer than ten minutes. Then the students were seated and given instructions concerning the mile run. When ten minutes remained in the testing period the mile run was started. Regardless of the length of the activity period, the three test items were administered in 30 minutes so that the amount of rest between tests was fairly constant among all the classes.

C. Following the mile run all score cards were collected by the instructor who then recorded the product scores and percentile rank of each student using a scoring table based on the data from the 1949-50 Basic Instruction Program. These completed score cards were returned to the students at the next class meeting when the lecture-discussion session on Fitness was held.

Results

When the data from the testing program had been analyzed, it was possible to compare the fitness level of the students currently enrolled in the Basic Instruction Program with those students tested the Spring Semester of 1949-50.

Although there are obvious limitations in making such a comparison, the data does indicate that the students enrolled in the Basic Instruction Program at the present time appear to be *less fit* in all three categories of the physical fitness test than were the students of 1949-50.

Summary

The attitude of the students toward this test was extremely good with the concensus of student opinion being that the same battery or a modified one should be given at least once a year in all activity courses.

It can be said that the observance of Youth Fitness Week at the University of Illinois was highly successful, in that over 3000 students in the Basic Instruction and Professional programs were subjected to the physical fitness campaign.

TABLE I

Test Item	Sitting Tucks			Pull-ups			Mile Run		
	M		N	M		N	M		N
Spring Semester 1949-50	61	17.9	1046	10	3.53	1061	6:40	:39.2	491
Spring Semester 1958-59	50.83	22.83	2637	8.9	3.89	2649	6:55.7	:44.0	2453
% Difference	16.67			10.1			3.92		

TIME OUT FOR THE COMMERCIAL

Sammy White of the Boston Red Sox was speaking before some future baseball players in Mexico, Maine, a few years ago.

After rambling on for about one hour and a half on baseball, Sammy inquired if there were any questions. A little fellow about 12 years old waved his hand in the air and Sammy immediately inquired what his question was.

"Mr. White," said the young man, "Do you use Gillette blades?" — *Tom Farrell,* Stephens High School, Rumford, Maine. From: The Coach.

"Carry-Over" Physical Education for the High Schools

C. H. McCloy

IN MOST HIGH schools, there is very little planned-for permanent carry-over in physical education beyond the school years. As a result, most pupils retire physically soon after they leave school.

This is usually not the same for such other subjects as reading, spelling, and arithmetic. Most of the subjects learned are individual activities. Most students *remember* most of what they have learned, and when it is demanded, they can put it to use. In school, the physical education program is *planned*, it is scheduled, there are teachers to *teach* it, and the *facilities* are available. After the school years, none of these things is true.

During the school years, the program consists largely of *group activities*, and the groups are available. There may be groups for basketball, groups for volleyball, and for numerous other activities. After graduation, the student is more or less thrown on his own resources. Often he does not know *what* he can do. He often thinks all exercise has to be fun, and he feels lost if it is not. Often he knows nothing about the *benefits* of sports or exercises. Frequently, he knows nothing of how to plan and execute his own calisthenics, and all too frequently no calisthenics is taught in his school program. He knows almost nothing of the physiological benefits of exercise. He knows little of how to carry on for something to benefit himself where there is no gymnasium or playground or some other such facility available.

What Can Be Done?

It is suggested that we *teach something of the physiology of exercise*, at a laymen's level. The average high school student will know little about technical physiology of exercise. But there is a lot that can be taught rather informally and accurately. Then we might teach the *philosophy of a home exercise program*. We need to teach a program of exercise for the individual after he has left school. Along lines like this, the following might be suggested:

Home Exercise

(1) There needs to be a type of home exercise that can be used the first thing in the morning. There are a lot of people who would like to exercise the first thing in the morning when they get up. But when they start to do it, they feel as though they had no pep at all. The reason for that is that during the night when they were asleep, a good deal of the blood tends to collect around the abdominal area and there is an insufficient amount of blood in the brain. As soon as the individual arises and some of that blood is pulled further down away from the head, he has a temporary brain anemia and he feels completely pepless. If the individual is taught to first do about eight or ten exercises while still lying in bed, taking about 4 or 5 minutes for doing it, he will not only get a lot of good exercise, particularly exercise around the abdominal region and legs, but he will redistribute the blood throughout the whole body and will feel completely refreshed and ready to go.

(2) There are numerous types of this sort of exercise which can be utilized. There is one type that will be very well adapted to the young who are about the age of secondary school youngsters. There are programs where young married couples can have some of the exercises that are adapted to all ages, and others that will have alternate exercises adapted to the male, and alternate ones to the female.

(3) Some of this type of home exercise that is extremely useful is that which is often spoken of as "weight training". Here the individual uses weights such as barbells and dumbbells, and has a larger dosage of exercises which is extremely useful. These are exercises that are as good for the female as for the male. The dosage will be slightly less for the female, but there is no danger of the individual becoming grossly hypertrophied. She usually, however, does become very much better looking!

(4) There is another type of exercise which has been recently developed by a German team, Hettinger and Muller,, from the Max Planck Institut fur Arbeitsphysiologie, in Dortmund, Germany. This type of exercise is called "isometric exercise" which means that it is primarily a tension exercise where the individual does not really do much in the line of movement, but simply keeps his muscular system under a tension of at least 2/3 of maximum. We have found in our laboratory that this type of thing, particularly for the individuals who are under the age of about 65, is extremely useful and they usually develop in strength from 3 to 5 percent a week — and the exercises may take only 5 or 6 minutes a day. They develop strength and muscular endurance, but they do not develop greatly the matter of circulorespiratory endurance or what we usually speak of as "wind". One can develop that, however, by adding something of that nature, and get a good all-round set of exercise. These home exercises are primarily for the individual. They are not very much "fun", but they are extremely useful in building the strength and endurance of the individual with a minimum of time spent.

Playgrounds

Where possible it is extremely valuable to have an opportunity to use playgrounds but ordinarily there is not enough room for such in most communities. For example in Chicago, there is one tennis court for each 6,700 of the population! In one small city, well known to the writer, where there is a population of about 25,000, there are only about 4 or 5 small playgrounds. So that it is almost impossible to utilize the playgrounds to such an extent that they are adequate for the post-high-school youth and adults. Even at that, they are very frequently not utilized to the limit. Where they are, there will be leagues and things of that sort, and these will be used through the relatively warmer months. Where there are swimming pools, there are usually not enough, but they are useful as far as they go. All too frequently, the young adults—and the older adults as far as that is concerned—do not feel that they can go to such playgrounds unless they can park within about four blocks! But we should certainly plan to use all of such play space as can be made available.

Home Recreation

A recent development has been in home and backyard recreation. Sometime ago, in Iowa City, Iowa, there was a conference held on industrial recreation. Dr. Floyd Eastwood, at that time of Purdue University, was leading this program. One recreation expert after another would rise to state that "We have *a* softball team in the industrial league." There was one city where there was an industrial league with 4,000 employees, another one that had 3,000—and yet they "had *a* softball team" in that league.

The writer became considerably stimulated by such limitations. If they had perhaps about 20 players in a softball team out of 3,000 employees, that would certainly be a minor, not a major, and the writer began to wonder what we could do. Suppose we thought in terms of a sport like badminton, or deck tennis. In that city, almost everyone lived in a home with a surrounding yard. Why not a badminton court in practically every yard? Why not a deck tennis court in practically every yard, and not just 20 players out of 3,000? Even in towns of 200,000 probably 80 percent of the families live in individual houses rather than in apartment houses, and can take advantage of home and backyard facilities.

In my own block, in Iowa City, Iowa, there are 9 houses in the block. In one of those houses, the resident is about 70 years of age and has a bad heart. Of the others, almost everyone can do something along the line of individual recreation. In those 8 houses there is one croquet court—used by an individual with a rather bad case of arthritis, there are five badminton courts, there are two basketball baskets, there is one volleyball court and in three of the yards they play a type of informal soccer. There are four sets of swings and children's apparatus, one archery court, in two of the yards they play an informal type of softball, in one yard they have weight training equipment and three of the people there offer systematic calisthenics throughout the year. In addition to that, there are seven bicycles plus about five tricycles that utilize a newly paved street in the immediate vicinity.

Some Specifics

In April, 1958, the author published an article in the *Journal of Health, Physical Education and Recreation* entitled "Home Recreation for Fitness: A Decentralized Physical Recreation Program," a large number of activities were proposed. To summarize, for exercising in one's bedroom or living room or basement play room, in addition to calisthenics, barbells, dumbbells and springs, one might use rope skipping, shadow boxing, and hand balancing as samples of that type of activity.

For the basement play room there might be bag punching, archery with a miniature target, golf driving into a suspended blanket or sheet and activities of that type. The writer, when a youth in secondary school and college had a punching bag in his bedroom which he utilized until he graduated from college and moved away.

For couple sports, one could utilize handball, either one wall or four wall, usually played with a tennis ball; a game like Smash (write to "Smash", 4700 Woodland, West Springs, Illinois); fencing, deck tennis, or deck tennis with a bean bag, or an activity such as feather ball (see *Journal of Health, Physical Education and Recreation,* September, 1949).

For ordinary activities to use in one's yard, there might be golf driving into a suspended cloth, or driving with a yarn or a plastic ball; golf pitch-and-putt around the yard, sometime there might be apparatus exercises, especially using the horizontal bar, the still rings, or the trapeze. There is an increasing number of trampolines purchased for children; there are obstacle courses planned especially for arm development; track and field activities including high jumping, standing broad jumping, three standing broad jumps, the standing broad jump with weights, and shot putting; and for little children there are frequently arrangements of swings, jungle gyms, and slides.

For two or more people in that yard, there may be utilized a medicine ball, fencing, hand wrestling, horseshoes, one wall or three wall hand ball against a garage wall. Then for a modified team game, a game such as newcomb played either with a basketball or with a medicine ball is extremely useful. Badminton is a very worthwhile game for adults as well as for the older children. Many people like to play a bit of basketball around one goal, frequently hung on the garage. Activities such as croquet for the elderly people, modified lawn bowls or boccie sometimes with a softball or with croquet balls and activity such as two-man or four-man volleyball with a slightly smaller court than the full size court.

There is frequently much entertainment in football passing, playing catch, table tennis. paddle tennis, deck tennis, aerial tennis and activities of that nature.

For vacant lot or blocked off streets, there may be medicine ball games, roller skating (on a blocked off street which is paved), hockey, softball, playground ball, long ball, etc. Frequently there will be

organized clubs of adults that are engaged in hiking, in weight training, in archery, swimming where a pool is available, boating and canoeing, fencing, tennis, paddle tennis, skiing, skating, bowling, and golf. For those who would like to pioneer something a bit new, one might try the sport of Orienteering: for that, see book by that name by Hedenstrom and Kajellstrom, Silva Incorporated, La Porte, Indiana.

Public Relations

Frequently one can teach an organized program of home exercise and yard and basement and living room sports by organizing a number of other organizations in a community. In the small town of Lisbon, Iowa, population of approximately 1,000, one individual who was the principal of the high school and the coach organized the sports of that community[1]. The weekly newspaper cooperated in their write ups, and in a short time they had one yard activity for every six homes. Many of the people in that community were old retired farmers, or the number would have been much larger than that. They had started to organize softball in the high school football field and expected to have enough space to take care of it. Double the number of expected applicants turned up, for the young folks in the neighborhood farms had about as many come out to participate as were there from the town generally. Ten or fifteen minutes by car, and they were there. The American Legion borrowed a field from a cooperative owner, lighted it, and they had another softball field that could be used every evening.

In addition to things like that, one needs to help push playground activities, but also to see that this type of activity is not neglected at *home*. In other words this type of program is something that will demand that the individual must go to a neighborhood playground the number of which will surely be inadequate. It means that the individual can work out his own salvation right in his home neighborhood. One of the things that sometimes happens is that a playground organization in their village or city does not attract too much attention from the playground workers. The reason is that if the program is largely centered around the home and backyard activities, the playground workers cannot *count* the participants! If they can't count them and work out the figures, they are a little bit apt to neglect this type of activity. That is something that could readily be cared for.

1. Bernard Erdman, "The Setting Up of a Community Recreation Program In a Small Community," M.A., 1948, No. 247, State University of Iowa, Iowa City, Iowa.

Cooperation

At one time the writer attempted to organize a cooperation between the recreation agency and the physical education agency in a large city. The individual who was the head of the recreation program cooperated with the one who was head of the physical education program to see to it that everyone was introduced to the recreation facilities in his neighborhood, and that he had at least one sample half day of what could be done in his neighboring playground. That works fairly well if it is carried out consistently. One of the difficulties came, of course, in the fact that there was not enough playground space to take care of nearly all of the people who were recreation minded in the school system.

Examples

We should like to call attention to two outstanding illustrations of this type of carry over physical education and recreation. One is in Sweden. In that country there is one physical education or recreation club for each 365 of the population! That is a deceptive figure, however, because there may be one person that may belong to a number of clubs. In the fall he may belong to a soccer club, in the winter he may belong to a skiing club and a skating club, in the spring, he may have another club, in the summer he may belong to a swimming club and all the year round he may belong to a gymnastics club. So that the actual number of persons is not as simple as so many people belonging to each club.

In England, the Central Council on Physical Recreation also has a very large number of keep fit clubs, and sports clubs of various kinds. Both of these countries far outstrip the United States in their fitness programs, simply because they keep on the ball and keep something going practically in every season. Most of the instructors for these two countries. are volunteers.

Concluding Statement

As a summary, it is felt that if we were to teach every secondary school child before what the British would call "leaving age", where many of them leave school voluntarily, to learn what to do to keep fit and to know the possibilities inherent in their own neighborhoods, that we would not be having the large number that we now have who retire physically as soon as school is over.

Why should we not try to see to it that almost everyone has been taught what he *can* do to become fit citizen?

GAY says, "Every drunken driver needs a cop for a chaser."

Contributions of Safety to Leadership in the Space Age

Frazier Damron

I AM NOT a Purple People Eater. I am the Safety Robot—mechanically efficient, but requiring propulsion from without, in order to fall into orbit. I blast-off only to track down our mortal enemies, the Accident Missiles. They are strictly opposed to efficiency and economy in living, and no one, space age or otherwise, can function at his potential when plagued by these foes.

Our democratic form of government, which gives you both freedom and responsibjlity, supports me heartily. Your laws and law enforcement are geared toward preserving your basic social and economic beliefs. Without me, your Safety Robot, your laws cannot be enforced, essential order cannot be maintained, and democratic principles cannot be conserved.

A fit leader in the space age is fully aware of the pressures caused by Accident Missiles and their cronies such as Catastrophy Back-Wash and Death Nose-Cones. They fire at short and long range.

As we move into the space age, increasing hazards are apparent. Life continues to assume a faster pace, and commitments of time and energy become jet propelled. Since we cannot eliminate this combustion, we must learn how to live with it and control it. This means a total job of conditioning our whole population to prevent fall-out.

It is odd and certainly pathetic that my stages fail so often, especially when my launching is timely and the count-down is loud and clear. You as teachers of physical educaiton and health, are the navigators and course of leadership-fitness and space-age-survival. You are familiar with my *thrusts,* but I should like to remind you of five stages which are designed to spot and develop leaders in the space age.

My Social Stage allows you to meet and face situations squarely, and accept the consequences of your decisions and actions. It is vitally concerned with your acceptance in a chosen social group, yet fully aware of obligations involved in the safety and welfare of others.

My physical stage is the platform through which your efficiency in action is acquired. All your faculties are involved in preserving it, and you have unique opportunities to fuel, charge, and project it into orbit.

My Spiritual Stage envelops us all. It shows you right from wrong, and gives you faith and hope. It

directs your new era of leadership and the trust you place in those whom you lead.

My Emotional Stage is a powerful force which may be a dangerous guide for any action. Feelings, tensions, and explosions are dangerous chain reactions which occur unless the lift-off of my mental stage precedes action.

My Mental Stage gives you the capacity and the knowledge to recognize danger and the alertness to prevent error. It provides the reason and judgment necessary to prevent Accident Missile launching.

In conclusion, I shall point out that these five-mentioned stages are co-existent, in varying degrees and proportions in all of you. They appear in like manner among those whom you lead. To remain fit for leadership in the Space Age, you must increase your efforts to propel the five stage thrusts of me, your Safety Robot.

GAY says, "It is better to be a 'has been' than a never was'."

According to GAY, Horse sense dwells in a stable mind.

Better Start Kickin' That Dog Around

Louis E. Alley

INTERSCHOLASTIC ATHLETICS HAVE, in recent years, been targets at which many school administrators, teachers, and laymen have hurled barbed shafts of criticism. Accusing fingers have pointed at a number of false values and nefarious practices associated with many interscholastic athletics programs. News stories have been written, speeches have been delivered, conferences have been held, and professional publications have appeared, in all of which media the "evils" attending interscholastic athletics have been discussed at some length. These evils may be classified into two categories; one, the undesirable effects of interscholastic athletics upon the educational program as a whole; and, two, the harmful effects of interscholastic athletics upon the individual boy, be he participant or bystander.

Interscholastic athletics have been charged with disrupting the entire high-school program. It has been said that the student body often attaches to interscholastic contests an importance which approaches mob hysteria. Athletes in particular, and to some extent the other members of the student body, have been pictured as boys and girls so preoccupied with the outcomes of athletic contests as to impair seriously the effectiveness of the learning situation in the classroom. Instances have been cited in which pressures have been brought to bear upon teachers of academic subjects to give athletes special "privileges" with relation to assignments, tests, grades, and attendance requirements.

It has been reported that adults in many communities have, for the support of interscholastic athletics, provided funds in addition to those funds supplied through regular tax sources; and that, having supplied those funds, have attempted to exert undue influence upon the procedures employed in conducting the interscholastic athletics program. This influence has expanded and strengthened until the economic well-being and the professional standing of athletic coaches fall under its shadow. The importance attached by the community elders to interscholastic athletics is said to have interferred with progress toward the reorganization of school districts, even though such reorganization would result in greater educational accomplishments at less cost to the elders involved.

Both the athlete and the non-athlete suffer from the exaggerated importance attached to interscholastic athletics: the better athletes are subjected to blandishment and cajolery by college and university "talent scouts" who attempt to recruit athletically gifted youngsters in order to build up, or to maintain, in athletics the prestige of the institutions which the scouts represent; the athletes are idolized, coddled, flattered, and publicized in a manner which can result only in the formation of egocentric habits of behavior. Further, it has been suggested that the boys who are neither physically gifted nor athletically inclined tend to become maladjusted in the environment in which the social pressure for athletic achievement is so pronounced.

It is *not* the intent of this discussion to deny the charges which have been made. The charges are accepted and are considered well deserved. In some high schools, interscholastic athletics have been misused. In many colleges and universities the contributions made by intercollegiate athletics toward the fulfillment of educational functions may be measured only in terms of entertainment and revenue. The purpose of this discussion is to point out certain implications inherent in the circumstances which make the charges true—implications which appear to have been overlooked in the scramble to remedy the aforementioned evils.

Many of the charges against interscholastic athletics *when stated in a positive fashion* evoke commendation rather than condemnation. One particular aspect of the educational program has succeeded in awakening the interest of both the students in the schools and the adults in the community. Enthusiasm for an activity in which participation is voluntary has been aroused to the extent that the citizens of the community willingly provide funds in addition to the funds derived from taxes in an attempt to insure that the achievement level attained in the activity is second to none. They insist that the students engaging in the activity be provided with leadership which is capable of obtaining results. They provide ways and means which insure that youngsters of outstanding ability be given opportunities to develop their talents to optimum levels.

The students attach prime importance to the activity. They are intensely interested in it. They consider it real and worth-while. Many place achievement in the activity above all else. They admire, even revere, the persons who attain a high degree of skill in the activity. This admiration is so strong that it may lead to self-condemnation and to feelings of inadequacy on the part of the boys who do not attain some degree of skill in the activity. Students voluntarily spend hour after hour, day after day, year after year, in strenuous, body-racking practice in attempts to achieve perfection in the activity. They are not deter-

[1]Adapted from the folk song,
"It makes no difference if he is a hound
You'd better stop kicking my dog around!"

red by pain from injury; even the threat of death does not turn them from the goals they seek!

Interscholastic athletics must also plead guilty to the latter charges. However, the plea is made with a sense of pride in the accomplishments of the profession of physical education and athletics rather than with a feeling of guilt occasioned by work poorly done. The wisdom of those who hold in high esteem proficiency in athletics may be questioned, but the effectiveness of the practices and procedures used in stimulating achievement in athletics speaks for itself through the nature of the indictment. Mathematics teachers, science teachers, social studies teachers, and the teachers of the other "activities" which comprise the school curriculum would probably not regard the latter accusations as shameful, if such accusations could be justly made with reference to the aspects of the curriculum for which these teachers are responsible.

Admittedly, interscholastic athletics are by nature endowed with certain characteristics which may be exploited to capture the fancy of students and citizens alike, an advantage which is not necessarily inherent in the conventional classroom situation. On the other hand, it must also be admitted that the relatively rapid development of interscholastic athletics, from activities which were "beneath the dignity of a scholar" to activities which, purportedly, are shaking the foundations of the entire educational scheme, did *not* occur spontaneously. The prominence enjoyed today by interscholastic athletics must, in some measure, be attributed to the practices and procedures employed by physical educators and athletic coaches.

Other areas in the school curriculum might with profit adopt *some* of the methods which have produced such spectacular results. It is possible that the scholastic aspects of the curriculum have lost through default the race for prominence. If in our schools the existing social pressure for achievement in athletics were paralleled by a similar pressure for scholastic achievement, the progress made in the academic areas of the curriculum might be as startling as has been the rapid development of interscholastic athletics. An increased emphasis upon the academic phase of education would certainly result in a *comparative* de-emphasis upon interscholastic athletics. Consequently, a careful appraisal of the methods employed by physical educators and coaches might prove to be a fruitful task for all persons engaged directly or indirectly in education.

The *first* procedure is that of selecting the boys most capable in terms of athletic skill and providing for them opportunities for the optimum development of their talents. Daily practice periods are scheduled during which the athletes are given training far in excess of that received by the remainder of the student body. Skilled leadership is provided to insure that the instruction offered the boys be of the highest quality. Boys who possess unusual talents are provided opportunities to go to college in order that they may further develop their particular abilities. Elaborate machinery is in operation which not only provides grants and scholarships to enable athletes to continue their training but also actively guides and sustains the athletes throughout their college careers.

Until very recently, no organized effort had been made to foster the developments of the talents of boys who possessed unusual mental abilities. The recently formed National Merit Scholarship Corporation, through which is distributed millions of dollars in scholarships for bright students who are financially unable to attend college, is a step in the right direction. Whether or not the efforts of the corporation will compare in efficiency with those exerted in the area of athletics remains to be seen. Talented athletes, *regardless of financial status,* have for a number of years not only been provided with opportunities for continued development but also have been subjected to pressures to take full advantage of those opportunities. With levity, let us pray that colleges and universities do not engage in spirited competition for the "services" of brilliant students!

On the other hand, let us in all sincerity ask ourselves if these talented youngsters will receive attention which will compare favorably with that showered upon talented athletes. Will "daily practice sessions" in addition to the regularly scheduled classes be provided for these outstanding scholars? Will the brilliant students be provided with "coaches" whose primary concern it is to raise the performance level of their "players"? Students have, in some cases, been segregated into homogeneous groups for instructional purposes and attempts have been made to design in harmony with the mental ability of the group the courses of study pursued by the "advanced" groups. Notwithstanding, no procedure in the academic areas may be found which parallels the methods utilized in developing varsity teams in athletics. Physical educators and athletics coaches are hard at work developing exceedingly capable halfbacks who can produce touchdowns. Similar efforts in academic areas might well develop exceedingly capable scholars who could produce a cure for cancer, or who could solve some of the other knotty problems confronting mankind, the solutions to which are equally urgent.

The *second* fundamental technique is *drill, drill, drill!* The athletes are required to practice hour after hour in perfecting minute details, the mastery of

which is requisite to skilled performances. The concept that the difference between the victor and the vanquished may often be measured in hair-breadth units, and that "just a bit more" effort may provide that difference, is constantly impinged upon the minds of the boys. The efforts demanded and obtained from students by the average classroom teacher are *puny* when compared to the persistent and patient attempts made by boys in striving for excellence of performance in interscholastic athletics. Why is this true? Is the interest in athletics which supplies the motivation for "superhuman" efforts to attain perfection inherent in the activities? Is it easy and "natural" for the athletic coach to obtain maximum efforts from his charges and difficult and "unnatural" for the classroom teacher to secure comparable endeavors? A further consideration of the techniques and methods employed in interscholastic athletics might provide suggestions for answering these questions.

A *third* technique is providing recognition for achievement. Both intrinsic and extrinsic rewards are utlized. Service chevrons, school letters, ribbons, medals, and trophies are commonly used as are all-conference, all-state, and all-American honors. Successful athletes are made to feel that their accomplishments are worth while. Impressive award ceremonies, testimonial dinners, written and pictorial records of outstanding athletes, and similar procedures are used to establish traditions with relation to athletics. School songs, school colors, school yells, pregame pep meetings and postgame victory celebrations are utilized to create wide-spread social approval of winning teams and "star" athletes. The high regard in which athletes are held by their peer groups and by the general public is, in itself, impressive testimony of the effectiveness of the motivational techniques used by athletics coaches. Has the full use been made of similar *positive* motivational techniques in carefully planned attempts to create wide-spread social approval of collective and individual scholastic attainment?

The methods utilized by athletics coaches are characterized by devoted attention to the welfare and the needs of the individuals who constitute the playing squads. Coaches cannot place upon a pedestal which is accessible to only a few of their charges the knowledge and skill with which they deal. They must, somehow, instill a full measure of knowledge and skill in *each* member of their teams because the success of all hangs upon the ability of each. Consequently, the coaches in attempting to induce maximum development within the limits of the capacity of the boy encourage, plead, wheedle, threaten, and drive each boy. The attention to the needs of the boy is not confined to the needs immediately related to the playing field. The social life, the emotional life, the eating habits, the sleeping habits, the study habits of the boy—all come under the scrutiny and guidance of coaches who adopt the roles of fathers, confessors, advisors, teachers, and pals. Have equally determined efforts been made to induce, on the part of each student, maximum scholastic achievement?

Inherently related to the interscholastic athletics situation is the practice of frequent evaluation of the achievement level attained by both the individual athlete and the group as a whole. The performance of each boy is evaluated daily to determine which of the boys will comprise the playing teams for the weekly or semi-weekly contests. The level of achievement reached by the group is measured in terms of the results of the games played, with each victory representing the epitome of success and each defeat the ignominy of failure. The progress (or lack of progress) made by each player and by the team is clearly evident to all concerned. Has the progress (or lack of progress) in scholarly endeavors made by each student and by the school been made equally apparent to all concerned, or has it been partially obscured by devices such as the "anecdotal" report card and by automatic promotion policies?

Associated with the growing emphasis placed upon interscholastic athletics has been the effective use of communications media in developing an informed citizenry. The successes and the failures of the athletics teams are paraded and dissected in the public view via the newspaper, popular magazines, the radio, and television. The sports section in most American newspapers constitutes a larger percentage of the total publication than does any other single section of "classified" news. The period of time allotted to sports by radio and television stations is nearly equal to that devoted to all the other news of the world. Athletic coaches spend a considerable amount of time and effort in planning publicity campaigns which are designed to arouse public interest in interscholastic athletics. The fact that the general public is better informed about interscholastic athletics than about any other aspect of the schol curriculum attests to the effectiveness of the methods employed and, equally, to the extent to which similar campaigns to promote scholarship in the schools have been neglected.

Most of the methods used by physical educators and athletic coaches appear to be fundamentally sound. The results obtained from the use of the methods are indicative of the diligence with which the methods are applied. It would appear that some of the same methods, if applied with similar diligence to academic subjects, might produce results with reference to scholastic attainment which are similar to the results obtained in athletics. It should be possible

through the use of these methods to create a social atmosphere in which the outstanding *scholar* is honored and envied. Teachers of academic subjects, administrators, and school patrons might well turn their attention to this worth-while task by taking *positive* steps toward accomplishing it.

It has often been said with regard to education and interscholastic athletics that "the tail is wagging the dog." The evidence indicates that the charge is true. However, the remedy to the situation lies, to some degree, in "kicking the dog" rather than in "cutting off his tail."

Finances for Collegiate Athletic and Physical Education Programs

James W. Long

MONEY, ACCORDING TO an old adage, is the root of all evil. This is not a whole truth but many difficulties rear their ugly heads in athletics and physical education by the inadequacy of finances and/or the methods of obtaining adequate funds.

Inflation and mounting equipment costs, salaries, travel, recruitment, grants-in-aid, construction and maintenance of facilities, all have increased demands for the necessary funds to continue existing programs.

Competition with television, commercialized entertainment and fickle spectator support create tremendous pressures and encourage promotional campaigns on those schools dependent in part or in whole on gate receipts for varsity sports.

Financial Structures Studied

In the fall of 1957, in an effort to find the existing methods and amounts of financial support, a questionnaire was sent to one hundred and twenty-five representative colleges and universities selected at random from *The Blue Book of College Athletics*. The student enrollments ranged from 461 to 25,000. Municipal, state and private schools were included. One hundred and eleven directors returned the completed questionnaires for a total of eighty-nine per cent.

Student Fees

There seems to be a definite pattern existing in the majority of schools for specific and allocated student feee (86 schools) for athletics and physical education. The student fees per semester ranged as follows:

Intramural and/or Physical Education	$1.00–$20.00
Athletics	$3.00–$40.00
Combined Intramurals, P.E. and Athletics	$2.50–$50.00

The average fees per semester were as follows:

Intramurals and/or Physical Education	$4.06
Athletics	$9.56
Combined Intramurals, P.E., Athletics	11.31

Several of the administrators (43) listed extra or additional fees for items, such as towels and lockers, rental for lockers, and special fees for classes such as golf, bowling, swimming, horseback riding and badminton. Thirty-six administrators felt that their student fees were inadequate. Others intimated that the fees were only supplemental to the main funds obtained from the same source as all other departmental funds. Ten administrators stated that their schools had general student fees but the fees were not broken down for allocation to the different departments.

Expanded Services and Equipment

The majority of schools required four (4) semesters of physical education of all students. In addition to the required physical education, there are elective courses, intramural and recreational programs which must be financed. More and more services are becoming customary practices too. For example:

93 Schools furnish towels;
98 Schools furnish equipment for instruction in Physical Education;
75 Schools furnish recreational equipment for student use;
31 Schools furnish uniforms for Physical Education.

Conclusion

The results of this questionnaire do not prove anything conclusively but they do point to student fees as a source of income. In some instances, the fees are only a small part of the total budget but in several cases the fees amount to a large total of the cost of the programs.

Eventually each school will have to decide their own individual philosophy and needs are and then develop their financial plan accordingly. Naturally, each school will need to study their entire financial structure and place their programs on as sound a basis as possible. This will require additional and continual study.

CHUCKLES

Teacher: Give me one advantage of automobiles.
Student: It's stopped horse stealing.

Brains are like wagons—the lighter the load, the more noise they make.

Mary: What's black and white—and eats rocks?
Mike: Huh? Hmmm . . . let's see . . . black and white . . . eats rocks? Gosh, I don't know. What is it?
Mary: Why, a black and white Rock Eater, of course.

The Problems of Financing College Athletics*

Robert C. Livingston

ATHLETICS FROM THE standpoint of control, leadership, and finance (from which all the problems spring) have developed in three stages, *prevention, toleration,* and *full acceptance.* In the beginning educational philosophies were still such that anything which was fun was considered sinful. Therefore, authorities tried to stop students from participating; thus, the students had to raise funds, hire and fire coaches, arrange schedules, and all the rest. When it became clear that athletics were too important and couldn't be prevented, we moved into the phase of *toleration.* During these years the administrators recognized the programs as necessary evils but still most did not accord any faculty leadership or other support to the programs.

Is it any wonder that the problems we have today were born way back there and that such things as alumni control and win at all costs philosophies developed and became so entrenched that many institutions are still gripped by them? How wonderful it might have been had educators seen earlier the educational possibilities in athletics and from the first accorded leadership and financial support to the programs just as in any other department of the institution. Colleges that have entered the third phase, *full acceptance,* have in effect said athletics are either educational or not—if not, there is no justification for their existence in colleges; if they are educational, and we believe this to be true, then we shall do these things:

1. Conduct programs primarily for the benefit of participants rather than for public entertainment and financial return, holding winning important, of course. Those who say winning is not important seem to me to miss the entire point of sports. Unless one does all that he can to attempt to win within the framework of honor, decency, and respect for his opponents, his participation in my judgment is valueless. It is fully as important after having done every honorable and decent thing to try to win, that one learns that losing gracefully is a part of growing up.

   Certainly winning is not all important; nor should it ever be important enough to cause intentional injury to opponents, use of drugs or "pep pills," which is even illegal in horse racing; nor should a coach's job ever hinge on winning or losing if he is otherwise doing a good educational job.
2. Organize unified physical education and athletic departments that recognize physical education as a real part of the educational program and intercollegiate athletics as a real part of the total physical education program. The budget should come from the annual education budget of the college. This principle holds that time, money, facilities, and instruction should start with all students and become specialized at the top for the superior student of intercollegiate caliber—if sports are good for one, they are good for all. ***The key to institutional control is acceptance of full financial responsibility;*** all problems relate directly or indirectly to finance.
3. Appoint, pay, promote, and retain staff members exactly on the same basis as any other member of the faculty; hold them to the same responsibilities; and grant them the same privileges as other faculty members. The values of athletics are not automatic—the outcomes are directly dependent upon the quality of leadership provided. Many boys have learned to be cheats, liars, and poor sports through athletics. In addition, quite a few have been led to believe that the world owes them a living.
4. Administer programs not only within the letter but also within the spirit of conference and other rules—recognizing that significant improvement in athletic practices can come only at the level of individual institutional integrity, operating on the "improvement from within" idea instead of the often attempted policing by commissioners, etc.
5. Strive to see that intercollegiate athletic squads are representative of the student body both geographically and academically, and that any financial assistance through jobs or grants-in-aid is not out of proportion to that available to students in other areas of the college program.

Obviously many colleges are still in the first two stages of development. Certainly the present ills are not new. Indicative of improvement is the fact that the National Collegiate Athletic Association College Division Workshop at Johns Hopkins University in 1957 adopted many of the same principles presented here. Encouraging also is the educational athletic leadership being provided in the National Association of Intercollegiate Athletics through printed aims and objectives and suggestions for their implementation, rules and standards, and discussions at annual meetings. The workshop sponsored in Louisville by the NCAA, College Physical Education Association, and the American Association for Health, Physical Education, and Recreation came out with similar statements.

Significant also, is the fact that in the prestige schools of the East where athletics first started there is now rather widespread adoption of the full acceptance stage and sane philosophy. The critical looks at education caused by the space age developments will surely result in much embarrassment and many rejections of athletic programs unless we can base them more squarely on educational principles than many presently are. The Ivy League institutions are going it athletically with bona fide students of a strictly amateur nature and having wonderful competition. Were it not so sad it would be funny to look at some of the smaller institutions in the country literally on the financial brink who put $15,000 or $20,000 into athletic grants-in-aid while faculty salaries are below a decent living standard. If only we could step back and take a look at ourselves or get together and say "isn't this ridiculous—let's put this money to better

* Given as part of a panel at the American Association for Health, Physical Education and Recreation Annual Convention, March 1959, Portland, Oregon.

use, let's play the students that come to school," we would get the same proportion of boys as now with as even competition. No matter what is offered you aren't very often going to get the boy of major college caliber anyway; let the remainder make their own choice of college.

Where but in athletics could we see the spectacle of neighboring institutions of similar size, ideals, standards, and purposes belonging to separate far-flung conferences with each trip sufficiently costly that the sum involved might easily permit sponsorship of another intercollegiate sport?

Perhaps most amazing of all is the frequency with which smaller institutions in particular fail to learn from the mistakes of others. Periodically we see colleges get delusions of grandeur and start down the beaten path strewn on every hand with others who were going big time in athletics and ended up talking to themselves about a crippling deficit. The pattern is familiar—ambitious coach and/or administration, vigorous recruiting, protection of investment in boys by devious methods of keeping them eligible, going a little beyond rules to insure superior supply of talent, gradual loss of academic and athletic respect, failure to make ends meet, coach and/or president fired, and finally retrenchment and another marker on the path.

Where but in athletics could we see the spectacle of an otherwise extremely progressive, well-organized, nearly unique, unified state board of higher education composed of distinguished men from many professions concern itself only once in its history (to my knowledge) with an athletic matter? This would seem to indicate that athletics are considered something other than educational; if so, what are they doing in schools and colleges? The board's first attention to athletics was recent and, therefore, possibly indicative of changing thought.

Sound action springs from sound philosophy. It seems clear that if athletics are to become an important method of education, the governing board of the college should appropriate funds for the operation of the program in the same manner as practiced in other areas of the curriculum. Appropriated funds are intended to be expended for educational purposes during a specified period of time. It is not expected that an immediate return be realized from these expenditures. Practically all matters related to teaching and learning tend to have long-delayed results. The value of the educational program must be measured in terms of the positive changes which are brought about in the individual and society. These changes occur slowly and may not be perceptible at any given time. This is likewise true in relation to the outcomes of instruction in competitive sports at all levels.

The effectiveness of the funds appropriated for the conduct of the college physical education program including intercollegiate athletics, therefore, should be evaluated in terms of the health, welfare, and general education of the participant over a long period of time, rather than in relation to financial returns on the investment or in terms of the number of games won or lost. Board of control or administrators of institutions should not anticipate speedier returns on the educational investment made in competitive sports than they expect in other areas of the educational curriculum.

IT'S LITTLE LEAGUE TIME AGAIN

While coaching a Little League Baseball team, I was about 4 deep with players in every position with boys ranging from 6 to 12 years. One 7-year-old boy tried out each position before deciding he wanted to pitch. A left-hander, he didn't know about pitching with men on base and the danger of taking a full windup in that situation, so I decided to give him some practice.

Putting the boy on the mound I told him to pitch as he would with men on base and then I would let him know when a man was on base and he should pitch for that situation. Every time I would holler out, "man on base," he would look at me kind of puzzled and then pitch. Finally, he got tired of this and walked over to me and said, *"How am I going to know when there is a man on base?"* I told him "just look around at all the bases and if there is anyone standing on them except your team, they are men on base." He accepted this and went back out to the mound. I hollered out, "man on base," again and he walked back over to me and asked, *"How did he get there?" Robert Taylor,* Pembroke High School, Pembroke, Virginia. From: The Coach.

Edited by Ralph L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effectiv conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Calisthenics

THE EXERCISES used in many of the calisthenics programs in physical education classes are hackneyed and need to be modified or replaced with new ones. The material which follows may be taken directly to the gymnasium and used in the calisthenics program. Three different ready-made sets of exercises are included to illustrate how variety and minor progression are possible.

EXERCISE SET I

1. *Leg Coordinator*

Starting position: Standing with the feet together and hands on hips.

Exercise:

1. Jump to side straddle position with feet about 24 inches apart.
2. Return to starting position.
3. Jump to forward straddle position with right foot forward and left foot back with about 18 inches between the toe of the back foot and the heel of the front foot.
4. Same as No. 3 but reverse the position of the feet.

2. *Bending Finger Toucher*

Starting position: Standing with feet 24 inches apart, arms extended sideward, palms upward.

Exercise:

1. Bend trunk forward and downward, bend knees and go to squat position, with arms between legs and fingers touching the floor as far as possible behind the heels.
2. Recover to starting position.

3. *Liver Squeezer*

Starting position: Standing with feet spread more than shoulder width apart, trunk flexed to a horizontal position, arms extended sideward.

Exercise:

1. Twist trunk, head and shoulders to the right, swinging both arms to the right as far as possible.
2. Same as No. 1 to the left.

Cadence is moderately fast with brisk movements. Keep arms straight.

4. *Push-ups*

Starting position: Forward leaning rest position. (Hands on the floor shoulder width apart, arms straight, body extended backward so there is a straight line through the body from head to feet, toes turned under.)

Exercise:

Cadence is moderately fast with brisk movements. Keep arms straight.

1. Lower the body so only the chest touches the floor, body straight from trunk to toes.
2. Extend the arms and return to the starting position.

5. *Back Extensor*

Starting position: Prone with hands clasped behind the neck, fingers interlaced.

Exercise:

1. Raise the head and look for the ceiling, arch the back as much as possible and extend the elbows upward.
2. Return to starting position.

Cadence is slow and the extended posture is held momentarily for the count of one.

6. *Rowing Exercise*

Starting position: Supine with arms extended over head.

Exercise:

1. Come to sitting position with heels under hips, knees together and arms extended forward, outside the knees.
2. Return to starting position.

7. *Chest Stretcher*

Starting position: Standing with feet shoulder width apart and arms at thrust. (Elbows sideward at shoulder height, forearms flexed and palms down.)

Exercise:

1. Swing elbows backward vigorously and let them return to starting position.
2. Same as No. 1.
3. Same as No. 1.
4. Extend forearms, swing arms backward vigorously, and let them return to starting position.

8. *Squat Jump*

Starting position: Hands on hips, full squat position with back straight and the right foot about 6-8 inches forward from the left.

Exercise:

1. Spring upward so the legs are in full extension.
2. While off the floor, interchange the position of the feet so the left foot is forward and return to full squat.
3. Same as No. 1.
4. Same as No. 2 but with the right foot forward.

EXERCISE SET II

1. *Trampoline Jump*

Starting position: Standing with feet 12 inches apart, trunk bent forward slightly, arms extended backward.

Exercise:

1. Jump upward, swinging arms forward and upward—land.
2. Swing arms downward and backward and jump upward with a low jump—land.

2. *Side Reacher*

Starting position: Standing with feet shoulder width apart, left hand on left hip, and right arm overhead and curved sideward to the left.

Exercise:

1. Bounce sideward to the left reaching as far as possible to the left with the right arm—return half-way to starting position.
2. Same as No. 1.
3. Same as No. 1.
4. Return to starting position.

Keep the knees straight, push inward with the hand that is on the hip and bend the trunk straight sideward. Exercise is done alternately to the left and the right.

3. *Bouncing Trunk Twister*

Starting position: Standing with the feet shoulder width apart, fingers interlaced behind the neck and the elbows back.

Exercise:

1. With the knees straight, bend the trunk forward as far as possible with a bouncing motion.
2. In a bouncing motion twist the trunk to the right and touch the right knee with the left elbow.
3. In a bouncing motion twist the trunk to the left and touch the left knee with the right elbow.
4. Return to the starting position.

Keep the knees straight throughout the exercise and use slow bouncing movements.

4. *The Builder*

Starting position: Standing at attention.

Exercise:

1. Go to deep squat position with hands on the floor shoulder width apart, fingers forward and arms outside the knees.
2. Thrust the legs backward until there is a straight line through the body from the head to the heels.
3. Lower the body until the chest touches the floor.
4. Extend the arms and return to the position in No. 2.
5. Same as No. 3.
6. Same as No. 4.
7. Return to No. 2.
8. Return to starting position.

5. *Sit-Up Leg Flexor*

Starting position: Supine with hands interlaced behind the neck.

Exercise:

1. Simultaneously flex left leg, left lower leg and trunk and touch the left knee with the right elbow. Keep left heel off the floor.
2. Return to starting position.

6. *Belly Raiser*

Starting position: Sitting on the floor, feet shoulder width apart, heels about 12 inches in front of the hips, arms extended backward, hands on the floor and fingers pointing backward.

Exercise:

1. Extend the head backward and raise the hips until the abdomen is higher than a line between the knees and shoulders. Pause momentarily.
2. Return to starting position.

7. *Arm Circling Backward*

Starting position: Standing with feet about shoulder width apart, arms extended sideward horizontally with the palms facing upward.

Exercise:

1. Circumscribe a small (6-9 inch diameter) circle backward, keeping the hands as far behind the shoulders as possible.
2. Same as No. 1.

8. *Stationary Sprinting*

Starting position: Standing in a semi-squat position with feet shoulder width apart and arms flexed at the elbow.

Exercise:

1. Run in place as fast as you can lifting your feet from the floor only slightly. Continue for 10 seconds.
2. Rest for 10 seconds.

Do several bouts of sprinting. Increase the number of bouts as the physical condition of the participants increases.

EXERCISE SET III

1. *Arm and Leg Dance*

Starting position: Standing with body erect, feet together, arms at thrust. (Elbows sideward at Shoulder height, forearms flexed and palms downward.)

Exercise:

1. Jump to forward straddle, left foot forward, right back (at least 18 inches apart).
2. Recover to starting position.
3. Same as No. 1 with opposite foot forward.
4. Same as No. 2.
5. Jump to side straddle position, flinging the forearms upward and sideward.
6. Recover to starting position.

7. Same as No. 5.
8. Same as No. 6.

2. *Twisting Toe Toucher*

Starting position: Standing, feet shoulder width apart, arms extended overhead, right hand crossing back of and clasping the left hand.

Exercise:

1. Slowly bend the trunk to the right side as far as it will go, then rotate trunk to the right and continue arms in lateral circle to the floor.
2. Bounce and touch the right foot.
3. Bounce and touch the floor between the feet.
4. Bounce and touch the left foot.
5. Twist the trunk to the left and start lateral circle upward with the arms, rotating the trunk back forward as soon as possible and return to the starting position.

Arms are straight and extended during the entire exercise. Movements 1 and 5 are slow stretching movements. Exercise may be done by starting to the left also.

3. *Push-Up with Leg Extension*

Starting position: Forward leaning rest position.

Exercise:

1. Lower the body so that only the chest touches the floor and at the same time extend the right leg backward and upward.
2. Return to starting position.
3. Same as No. 1 but extend the left leg.
4. Return to starting position.

4. *Back Shuffle*

Starting position: Sitting on the floor, feet shoulder width apart, heels about 12 inches in front of the hips, arms extended backward, hands on the floor and fingers pointing forward.

Exercise:

1. Thrust the legs forward to backward leaning rest positon (straight line from shoulders to heels).
2. Jump to side straddle position with the feet.
3. Return to No. 1.
4. Return to starting position. (Keep the hips off the floor after starting the exercise.)

5. *The Arch*

Starting positon: Supine with heels together and arms down at sides.

Exercise:

1. Keep the shoulders flat on the floor, roll the hips to the left so the body is supported only by the shoulders and heels. Hold.
2. Return to the starting position.
3. Repeat No. 1 to the right.
4. Return to starting position.

6. *V Sit*

Starting positon: Supine with arms extended overhead on the floor.

Exercise:

1. Swing the arms upward and forward, placing them on the floor slightly forward of the hips, raise heels and shoulders 18 inches off the floor so the body forms a "V" supported by the hips and hands.
2. Return to starting position.

7. *Buddy Pull-Ups*

Starting position: Supine with arms out at right angles to the body. Buddy straddles partner facing him with toes at partner's elbows. Buddy extends arms downward with palms forward, partner grasps his wrists and they interlock on wrists. (Hook grasp may be used.)

Exercise:

1. Performer pulls up as high as possible into crotch of buddy. Performer's body is straight, buddy's posture is erect and arms are straight.
2. Return to starting position.

Partners should be approximately the same size.

8. *Arm Co-ordinator*

Starting position: Standing at attention.

Exercise:

1. Raise arms upward and forward to a horizontal position.
2. Vigorously throw the arms backward, supinating the palms.
3. Return to No. 1.
4. Raise arms upward to vertical position.
5. Return to No. 3.
6. Return to No. 2.
7. Return to No. 3.
8. Return to starting position.

The intensity and duration of exercises such as those presented should, of course, be adjusted to the needs and capacities of the individuals in the class. The leader might well experiment both with the proper dosage, as well as occasional use of student leaders. In most instances, these exercises will be used as conditioners or warm-ups rather than complete programs.

MORE CHUCKLES

Attendant (in an insane asylum): "But who told you that you were Napoleon?"
Inmate: "God did."
Voice from next room: "I did not!"

Seen in the classified ads:
"Wanted: Apartment, large enough to keep wife from going home to Mother, but small enough to keep Mother from moving in."

A student in the swimming class refused to dive from a fifteen-foot high diving board.

"What would you do," sneered the instructor, "if you were that high above the water on a sinking ship?"

Without hesitation, the student replied, "Wait for it to sink another 10 feet, sir."

Edited by C. O. Jackson

Physical Education and Sports in India

D. N. Rajanna*

BRITISH SYSTEM of physical education came into existence in 1875. In those days, the physical education teachers were called Gymnastic and Drill Instructors. Most of the Instructors were retired army men. From then, until the first decade of the 20th century, physical education in schools was a complete failure. But one of future interest was the introduction of British team games like: Soccer, Cricket and Field Hockey.

With the arrival of Dr. Henry Grey, an American, as Physical Director of the Y.M.C.A. at Calcutta in 1908, a new emphasis was placed on physical education in India. The establishment of the National Y.M.C.A. School of Physical Education in 1920 (College of Physical Education since July, 1931) in Madras, by H. C. Buck another American and a graduate of the Springfield College, for the purpose of training educated men of higher character as physical directors is of the utmost significance as playing an important part in the history of physical education in the country.

There is no central organization controlling the program of physical education for India. Apart from a few colleges of Physical Education situated in a few states which afford One Year Diploma Course in Physical Education, there was no College with facilities for a degree course. It was in 1947, after the attainment of Independence, that the Government of India appointed a committee of experts to go into the question of starting a college of Physical Education with a four year degree course and that committee's report was accepted by the Government of India. Hence, the General College of Physical Education came into existence in June, 1957 near Bhopal about 500 miles from Delhi which affords facilities for a Four Year Degree Course.

No doubt, certain states have well organized programs of Physical Education in the Universities and in the High Schools. Nowhere has it been made compulsory nor is it satisfactory. The students will have to attend one or two hours of physical training per week and they may or may not participate in games and athletics since it is not compulsory. The rules vary from state to state. No state has realized the importance of physical education as a part of the general education especially in the elementary and secondary schools. Most of the time, the class room teacher will be asked to look after sports and games in addition to his work in the class. If there is an instructor, there may be one, or more than one in rare cases, for nearly 1000 students. Furthermore, there may not be any of fields equipment of trained personnel. This condition is common, not only in high schools but also in colleges and universities.

The Government of India is taking a keen interest in improving the physical condition of the youth of the country. The Central Government has started a recreation department with a qualified American trained person. Further, many rural recreation officers have been appointed to work with villagers. These rural recreation officers will have been trained in folk dance, rhythmic activities, small area games, and music, etc.

The sports and games in India are fairly well organized both on a national as well as on a state level. The organization and administration of sports and games on a national level is in the hands of a non-official body, The Indian Olympic Association. This Indian Olympic Association consists of representatives of various National Federations controlling individual games as well as representatives of the State Olympic Associations. There are National Federations for the following games: Soccer, Cricket, Field Hockey, Basketball, Volleyball, Tennis, Wrestling, Boxing, Cycling, Weight-lifting, Gymnastics, Track and Field, Badminton, and Swimming.

* Assistant director of physical education, soccer and wrestling coach, University of Mysore, India.

These National Federations for the various games are completely independent and are represented by the representative of the State Associations controlling the respective game in each State. The National Championship competitions are held once a year for different games in different parts of India wherein teams representing various States participate. Each state team for a particular game is represented by the best talent available in that area which includes players from the university, industry, police, railways, and other organizations. Both the National and State Associations are supported financially by the respective State governments as well as by the Central Government.

Since, there is no professionalism in any game in India, all the best players are eligible to represent the State. To select the best team for the National Championship, each State will conduct trials. and hold State Championship in each game. In India, Police, Miliary Railways and Post and Telegraph are government controlled. Hence, competitions are held in various games both on a National as well as a State level in all the above mentioned agencies including industry.

Further, we have a fairly well organized Inter-Varsity competitions are held for all the Universities in India in the following games:

Boys—Soccer, Cricket, Field Hockey, Basketball, Volleyball, Tennis, Track and Field, Kabadi, Kho-Kho, Wrestling, Boxing and Badminton.

Girls—Field Hockey, Basketball, Volleyball, Tennis, Kho-Kho, Badminton, and Track and Field.

All the Universities in India are divided into Two Zones—North Zone and South Zone. Matches are played on a knock-out basis and the winner in each zone plays for the national honors. Track and field, wrestling and boxing competitions are held in one center.

As a preliminary to the National Championship competitions, each university will conduct Inter-Collegiate competitions in various games for all the colleges under its jurisdiction to select the best team to represent the university.

In the case of Inter-Schools Tournament, each state will send one team for each game selected from among the schools in its area for the zonal competition which is also played on a knock-out basis.

After the advent of Independence, the Government of India is taking keen interest in helping the Olympic teams financially to participate in the World Olympics and at the same time to organize and conduct coaching camps all over the country by getting foreign coaches.

Hence, the Ministry of Education, has formed a body called The Council of Sports with the Minister of Education gives a lump sum grant to the Counous National Federations as members. Further, the Central Council of Sports is trying to have Sports Council Boards in each State. Every year the Ministry of Education gives a lump sum grant to the Council of Sports and this is distributed to the various National Federations according to their need and necessity for conducting coaching camps and for sending the national teams for participation outside the country.

We have State as well as National competitions for women in track and field, swimming, kho-kho, basketball, volleyball, badminton, etc. In the same way, we have women's university teams participating in the Inter-Collegiate and Inter-Varsity Competitions.

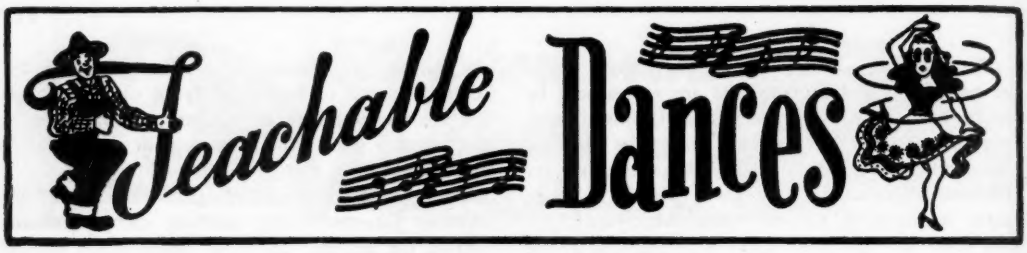
Nearly all of the Western sports are now played in India. All of these games are at different stages of development. Field hockey is at the top level. Soccer is the most popular game among the people of India today. Indians have been the World Champions in field hockey for the last 30 years, since the 1928 Olympics. The game commonly played in India are soccer, cricket, field hockey, volleyball, basketball, tennis, and badminton in addition to track and field, and wrestling. Wrestling is one of the oldest sports in India. It is considered as the king of manly games and is a national game of India.

Wrestling has had an unbroken and bright tradition from the very ancient times. From times immemorial, every generation in India seems to have produced good wrestlers. No other nation has defeated them in wrestling. We have references that wrestling was fatal in olden days when harmful holds were permitted. But, as days passed, Indian wrestling tended to become a sport and harmful holds have been prohibited. In 1912, Gamma, the famous Indian wrestler toured England and Europe and defeated all the Continental wrestlers one after another. In the end, he defeated Zybysco, then world champion, once in London in 1912, and again in Patiala (India) in 1918, within one minute.

In India, we have amateur wrestling competitions conducted on a national level. In addition, wrestling is one of the main items in the Inter-varsity sport program of India.

In India, the school year covers a period of 36 weeks or a total of 180 days. The school year is divided into three terms. The first term extends from the middle of June to the end of October. This 16 week period embraces the rain season. During this time, it is necessary to carry on an indoor program. The second term starts early in November and continues to mid-December. During this term, the game program is emphasized as Intramurals and Interscholastics are organized. The third term extends from January to the end of April.

India is awakening to the possibilities in the wonderful world of sports and becoming active.



Edited by Harry Grabner

The "Handbook of Couple Dances" a pocket sized publication described and arranged according to difficulty by Brother Martin H. Trieb contains over 150 dances.

Included is a good description, a glossary of terms, dance positions, descriptions of steps, alignments and abbreviations used. In addition it includes the name of records to be used with the dances.

Brother Trieb has given us permission to use several of the dances in this issue.

The book sells for $1.60 including mailing and you may write him at 330 South Mansfield Avenue, Los Angeles 36, California.

THE BERLIN POLKA

Any good polka of medium tempo 1880-90 German

In a double circle, open dance position, inside hands joined.

A polka step forward in LOD with outside foot 1 M

Swing the inside leg forward with a slight hop on outside foot (1), swing the inside leg backward with a quick ½ turn inward to face RLOD, and a slight hop on outside foot (2) 1 M

Repeat movements of above 2 measures to RLOD 2 M

In closed dance position polka with partner, turning right (2 polka turns) 4 M

Repeat from the beginning 8 M

SPANISH WALTZ

Imp. 1093, Mac. 631, Peerless 005, Tempo 168M, "Fast Waltz"
Old Time American

In double circle, in open dance position. Inside hands joined, begin with outside foot.

A step swing forward, outside foot 1 M

A step swing backward, inside foot 1 M

Repeat the step swings forward and backward 2 M

Step forward on outside foot 1 M

Step forward on inside foot 1 M

A step, close, step; ½ turn inward and point, face RLOD 2 M

Two slow steps, outside and inside foot, in RLOD 2 M

Step sideward in RLOD and curtsy, free foot in rear, partners facing 1 M

Waltz with partner, turning right 4 M

Repeat from the beginning 16 M

BEAUMONT POLKA

Decca 46170, Tempo 116M 1951, M. Trieb

In a double circle, in open dance position, inside hands joined.

A two-step forward, with outside and inside foot, in LOD 2 M

Face partner, join both hands and four slides sideward in LOD (do not close on last slide) 2 M

Face LOD and a two-step forward with inside and outside foot 2 M

Back to back with partner and four slides sideward in LOD (do not close on last slide) 2 M

Quickly assume closed dance position and two-step with partner, turning right (on two-step turn) 2 M

Lady makes a two-step turn right under gent's left arm, while gent does 2 two-steps forward beside lady 2 M

Two-step with partner, turning right, in closed position 2 M

Lady makes a two-step turn right under gent's left arm, while gent does 2 two-steps forward beside lady 2 M

Repeat from the beginning 16 M

THE MANATAU (Manitou*)

O.T., Tempo 120M 1950, So. West

In a double circle, in closed dance position.

Place the foot sideward in LOD (1), close free foot to other (2) 1 M

Repeat above movements 2 M

Four glides sideward in LOD. Do not close on last glide 2 M

Repeat from beginning to RLOD 4 M

Two-step with partner, turning right 8 M

Repeat from the beginning 16 M

Variation for last 8 measures

Two-step with partner, turning right 4 M

Gent walks 3 steps forward in LOD (LRL) lady backward (RLR) and gent touches

free foot forward, lady free foot backward 2-M
Gent walks 3 steps backward in RLOD (RLR), lady opposite and gent touches free foot backward, lady free foot forward 2 M
Repeat movements for last 8 measures 8 M
Repeat from beginning 32 M

* The dance is also listed as Manitou because it was said to have originated in Manitou, Colo., and so was named after the town.

NIGHTS OF GLADNESS WALTZ

Coast 7034, Imp. 1024, Tempo 198M, "Fast Waltz" 1947-48, American

In a double circle, in open dance position, inside hands joined, begin with outside foot.

1. Three step-swings forward, swinging arms forward and backward from the shoulders 3 M
   ½ turn outward and step right sideward in LOD and hold back to back (this is a smooth balance step) 1 M
   Two slides sideward in RLOD or two step draws back to back 2 M
   Step or slide sideward in RLOD and raise free foot forward 1 M
   ½ turn inward, facing partner, and step sideward to RLOD, and hold 1 M
2. Step-swing sideward in LOD, partners facing 1 M
   Step-swing sideward in RLOD, partners facing 1 M
   Three steps sideward in LOD, crossing in rear on (2) 1 M
   Touch free foot in RLOD 1 M
   Repeat movements of part 2 in opposite direction 4 M
3. Repeat movements of part 1 8 M
4. Waltz with partner, turning right, in closed dance position 8 M

Repeat from the beginning 32 M

YOGASANAS

D. N. Rajanna

The Yoga system is a very delicate issue. It needs concentration and discipline. Though it is misunderstood, yet, yogasanas is one of the richest heritages of ancient India. There is a misconception commonly prevalent that yoga is ascetism pure and simple, others call it something old, curious, and mystical. It is NOT. Yoga is one of the several Hindu systems that developed from the ancient philosophical concepts contained in the vedas (holy books of Hindus). The yogic culture is a kind of training for physical and mental self development.

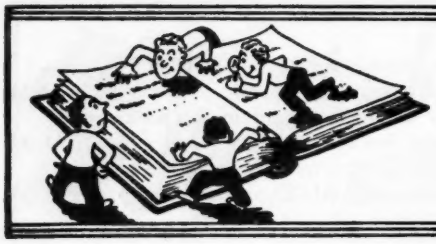
The development of yoga consists of 8 parts

1. Yama—moral virtue
2. Niyama—observance
3. Asana—pose or exercise
4. Pranayama—regulation of breath
5. Prathyahara—withdrawal of senses from external objects
6. Dharana—studying of the mind
7. Dhayana—contemplation
8. Samadhi—meditation

The aim of this discipline is to assist man in an ascent from the narrow view, congenital to him, to the larger vision which brings freedom with it. The yogain (one who practices yoga) does not go mechanically progressing from one stage to the next, but progresses according to his capacity, needs, and training.

The third of the eight parts of yogic discipline deals with the series of gymnastic exercises (which take the form of poses) and is meant to improve the various parts of the body. There are many sets of yogic exercises. These are to be done in the open air or in a room with plenty of air. There should be quietness and environment promoting tranquility. These exercises should be practiced early in the morning before sunrise or in the evening at sunset. All these poses are practiced not at one time but gradually and progressively according to the needs, capacity, and agility of the pupils. These exercises are performed individually as well as collectively in small groups. The length of time for the concentration of a pose varies with the individual capacity and the kind of asana he is undergoing. One simple rule that the yogi insists is the regulation of breathing always through the nose. This covers all the rules about the length of inspiration, retention, and expiration.

The aim of Yoga on the physical side is to avoid disease and insure health by establishing and maintaining physiological harmony in the human body. Cleanliness, self-discipline of the body and mind, and regulation of life are some of the feature of yoga. The immediate goal of yogi is self-control and not self-tortue. Asanas are physical exercises enabling the body to be physically fiit for the meditation of God. Their immediate aim is to gain health and happiness and their final goal is to attain mental tranquility leading to final absolution i.e., absorption into God which is the end and aim of everyone in this worldly existence according to Indian philosophy.



BOOK Reviews

Edited by K. W. Bookwalter

GABRIELSON, M. ALEXANDER and MILES, CASWELL. *Sports and Recreation Facilities for School and Community*, Englewood Cliffs, New Jersey, Prentice Hall Inc., 1958, pp. 370, $5.00.

This book should be on the desks of superintendents of schools, principals, directors of health, physical education teachers, nurse teachers or any other worker in our three fields of interest.

The authors have that unusual knack of putting things on paper in just the right way—the way you want it for your program. In addition to the important factor of practical experience, they have used the unique approach of having experts contribute material in many special areas—twenty-one of them! This combination of authorship has given us an outstanding book in our field.

If you—

—Are planning new facilities.
—Are renovating old facilities.
—Need a review of the school-community concept of planning for educational facilities.
—Need a basic checklist for planning.
—Need the latest thinking on elementary, junior or senior high school facilities.
—Would like to see the best ideas regarding indoor and outdoor swimming pools.
—Need information regarding indoor or outdoor lighting facilities.
—Need some ideas of an adequate health services suite.
—Wonder what type of asphalt surfaces to use and where.
—Would like the practical guide for your turf problems.
—Are really concerned about natural or artificial ice skating rinks for your community.
—Want to know more about school camp facilities.
—Or want to re-organize your equipment storage and maintenance areas.
—And many other ideas, you will like this book.

All these practical aids make this book an unusual resource for our field. It is all available, for the first time—here in one volume.

JACK F. GEORGE.

KEYS, ANCEL and MARGARET, *Eat Well and Stay Well*, New York, Doubleday and Co., Inc., 1959, pp. 359, $3.95.

Few questions in modern medical research have aroused as much interest—and controversy—as that of the relationship between the diet, the concentration of cholesterol in the blood, and the development of coronary heart disease.

It is good, therefore, that Dr. Keys, together with his wife, Margaret Keys, biochemist and devotee of good cooking, have taken time out of their busy schedule of research in the United States and abroad to write a thoughtful, up-to-date book for the general public on the diet and heart disease. They do not insist that dietary fat is the sole cause of coronary heart disease nor that control of the diet fats is a sovereign preventive. But they clearly explain the problem and the powerful evidence now persuading thousands of doctors to modify their own diets as well as those of their patients. If you want to reduce your overweight or lower your blood cholesterol level, or both, here is why and how to do it.

Best of all, *Eat Well and Stay Well* is written for the person who like to eat, who appreciates good food and will not go along with bizarre and extreme dietary programs. You do not have to abandon the pleasures of the table, as the book makes clear. Practical matters of menus, recipes and the choice of foods are covered in simple but full detail. Though the emphasis is on a diet to appeal to the ordinary American, the authors have drawn on their long experience of work in many lands to add variety and new interest to the diet from less familiar dishes.

Extensive new tables of nutrient values of foods—calories, proteins, fats and saturated fats—will be of value to researchers and to the scientifically minded housewife and her husband. These data are also given for the recipes and menus. A selected bibliography and full indexes (general and of recipes and menus) complete an interesting and practical book to read and use.

C. H. MCCLOY.

KLAPP, BERNHARD, *Das Klapp'sche Kriechverfahren* (The Klapp Crawling Exercises), Third Edition Georg Thiem, Verlag, Stuttgart, Germany, 1958, pp. 80, $3.20.

This new and attractive edition of the late Rudolf Klapp's long-established Crawling Exercises will be of interest mostly to those working in Correctives and Adapted Physical Education. Compared to the first edition, a few pages which Rudolf Klapp produced over 50 years ago, this well illustrated, fully described book shows not only how these exercises have stood the test of time but also how much development and elaboration there has been. There are many more exercises, many photographs to bring out exact performance points, and also ingenious pieces of apparatus to be used with the exercises. Those of us who have taught the exercises as originally described and in many later editions, have been very conscious of the sore knees some pupils will suffer from. Now simple pads for hands and knees are used, which make the repetition of movements, more comfortable. There is also description of a piece of apparatus which aids the pupil to locate maximum contraction of muscle in the region required. This is reminiscent of exercises done with Swedish bench and wall-bars combined—but is more compact and suitable for the remedial gymnasium.

The interest for the most part is in scolioses and the crawling exercises can help much in both stretching some habitually shortened tissues and strengthening weak supportive postural muscles. Your reviewer cannot accept, however, that postural modification can come by merely increasing mobility and strengthening anti-gravity muscles. Both these can help but the ultimate alteration must come from a new pattern of neurol control and this must be learnt not in the quadrupedal position but in the vertical normal bipedal one, and through proprioceptive awareness rather than by exercises. This is not to under-estimate a very important book. Let us hope that it can eventually be translated into English.

PHILLIP SMITHELLS.

MOUSTAKAS, CLARK E., *The Alive and Growing Teacher*, Philosophical Library, Inc., New York, 1959, 157 pp., $3.00

The philosophy of human relations is presented in the first two chapters of the book; "Growth of the Self" and "The Process of Personal Growth." The other seven chapters deal with experiences of principals, teachers, and children as they struggle with personal and professional issues, problems and concerns, and their growing respect, acceptance, and love for each other. Comments and conclusions help the reader to analyze the experiences in light of philosophy, changes occurring in the individuals, and general application to life situations. In this book, there is a philosophy of teaching and of living; of persons who can live together while at the same time recognizing and encouraging the growth of the individual.

CAROLYN BOOKWALTER.

National Conference on Education for Leisure, *Report: The Role of the Public School*, The American Association for Health, Physical Education, and Recreation, Washington, D.C., 1957, 73 pp., 1.00.

This publication is a collection of reports made both by individuals and by groups. The general sessions were concerned with: Leisure and Fitness; The Community's Responsibilities in Education for Leisure; The Community-School Concept; The Community-School Program in Flint, Michigan; The Community-School Program in Great Neck, New York; and The School's Responsibilities in Education for Leisure.

Discussion groups reported on: Leadership, Facilities and Resources, Community Cooperation, and Curriculum for Leisure Education.

In the appendixes are lists of the conference committees, cooperating organizations, sponsoring organizations and representatives, discussion groups, and delegates.

WILLIAM B. BRADLEY.

Sixth National Conference on Physicians and Schools, *Report:* Bureau of Health Education, American Medical Association, Chicago, 1958, 150 pp., $1.00.

Sponsored by the Bureau of Health Education of the American Medical Association, the Sixth National Conference on Physicians and Schools was aimed towards the problems associated with youth and fitness. The underlying theme of the conference was Marking a Decade of Progress Toward Fitness.

Representatives at the conference included persons from state and territorial medical associations, health departments and education departments, national health and education agencies concerned with school health, and a number of leaders in public health, education and medicine from all parts of the nation who served as consultants. Discussion group reports were edited and reviewed by consultants and by an editorial committee. When published, the reports represent a consensus of the opinions of the interprofessional groups concerned with school health programs.

This report is an example of a "teamwork" project in school health.

WILLIAM B. BRADLEY.

Recent ARTICLES

Edited by K. W. Bookwalter

MARSHALL, STAN, "Factors Affecting Place-Kicking in Football," *Research Quarterly,* 29; 3:302-308, October, 1958.

The differences in leg length from individual to individual makes differences in optimum ball position. The short legged individual necessarily swings his leg in an arc that rises more sharply than the arc made by the long legged individual. However, from the experiment performed, certain conclusions were drawn: (1) "the optimum point of contact for the toe on the ball was approximately 5½ inches up on the seam when the ball was tilted 15 degrees toward the kicker and the tee was set 15 inches in front of the point directly below the axle"; (2) distances kicked are similar for rubber and for leather footballs; (3) no significant differences were found when detachable rubber kicking toe was used, when the positions of the laces were varied, and when the air pressure varied from 9 to 15 pounds in leather footballs.

CAROLYN W. BOOKWALTER.

MAYSHARK, CYRUS, "Critical Analysis of Attitude Measurement in Health Education, 1927-57," *Research Quarterly,* 29; 3:309-320, October, 1958.

During the past 30 years, very little has been accomplished in attitude measurement. Approximately 15 scales have appeared in the literature but few have been refined and standardized. Four of these scales have been used to measure either habits or attitudes. Two scales are well-refined and standardized and fringe on the area of attitudes. Four are well developed scales which make use of four different psychological techniques to measure attitudes. Several scales are in the process of being developed.

CAROLYN W. BOOKWALTER.

MOEHLMAN, ARTHUR HENRY, "The Education of Youth in the USA and the USSR," *Phi Delta Kappan,* 40; 2:78-87, November, 1958.

The philosophy and approach to education in the Soviet Union contrasts markedly with those in the United States from the view of the child, the universe, and the teacher. The Soviet education is centrally controlled and each individual is moved into certain slots on the basis of central planning. In the United States, we believe each individual should have freedom to choose. We think that the child should participate extensively in a wide range of activities—intellectual, social, economic, and political.

The strength of the United States education is in its democracy and diversity. The Soviet Union's education suffers from the uniformity for all people, which is cultural death.

CAROLYN W. BOOKWALTER.

PALMER, CHESTER H., "Are We Getting Our Share," *Journal of Health—Physical Education—Recreation,* 29; 8:17-18, November, 1958.

For years 1952-53 to 1955-56, only 51 per cent of the men and 77 per cent of the women completing certification requirements actually entered teaching the September following receipt of credentials. The demands for men and women physical education teachers approximate 10 per cent of the total for all new teachers.

We need to be cautious about over-recruitment but we need to attract, prepare, and retain more physical education teachers, especially women. Finding and then preparing good teachers is a major problem facing our profession. We can recruit at the local level, the college level, the state level, and the national level. The next ten years will be crucial ones for the teaching profession including physical education.

CAROLYN W. BOOKWALTER.

VIGGIANO, M. A., M.D., and STEVENS, CHARLES A., "When An Epidemic Strikes," *NEA Journal,* 47; 8:562, November, 1958.

An infectious agent entering the body produces one of three types of cases: franch cases (those persons obviously ill with a specific disease), subclinical cases (illness so mild they escape recognition), and carriers (those persons in whom the infection is so mild it escapes detection). Many times the incidence

of franch cases in a school causes the administrators to close the school.

Experience in Monongalia County, West Virginia, indicates that closing schools will not stop epidemics. Conclusions drawn from an experiment in the schools of Monongalia County are: (a) The longevity of an infectious outbreak is neither increased nor diminished by the closing of a school, (b) The outbreak must run its course; (c) During an outbreak, it is administratively possible to keep schools open.

CAROLYN W. BOOKWALTER.

WARE, MARTHA L., "Is the Teacher Liable?" *NEA Journal*. 47; 9:603, 604, December, 1958.

The courts consider several factors in deciding if the teacher's act constitutes negligence. These factors are: the act itself, foreseeability of harm, and legal cause. Teachers should take all reasonable precautions against the possibilities of harm to pupils. Pupil injuries will never be eliminated entirely but with appropriate care, teacher negligence can be.

CAROLYN W. BOOKWALTER.

HELP WANTED
(A Question for the Profession)

Barbara Hoepner

DEAR MRS. ANSWERALL:

I am a high school girl. I like sports and I always get A's in gym since I'm a pretty good player. In class the teacher doesn't help me, because I'm the best in the class. She spends her time with those who aren't so good. I never seem to learn anything really new in gym, just the same old stuff. I don't mind helping the teacher and coaching the "slower ones," but I like to play too! Everyone wants me on their team, but no one wants to play the team that I am on. I don't blame them, I would rather play wiht girls who play like I do too.

I wish I could play with the G.A.A. after school, but I work after school. The only time I have to play with people who are really good is at night. My teacher says that I am too young to play in night leagues, because there are "undesirable" people in them and they will be a bad influence on me. But I like these people, they seem nice, and they like to play with me! I guess I'll just become an "undesirable person."

Our league team is good. Our coach helps all of us, even me. He wants us to become even better players. I have so much fun when our team plays, why do people say it's a bad experience? If people think it's bad, why don't they do something to help us? I'd much rather play than just go to the movies or something. Won't you help me, please!

Anxiously awaiting your reply,
CONFUSED

SO WHAT?

Nasty Tourist: I don't see why they call you "Colonel." I doubt if you've ever been in the military in all your life.

Southern Gentleman: It's an honorary title: just like when I call you "sir."

* * *

Minister (from pulpit): "Those in the habit of putting buttons in the collection plate will please use their own buttons and not those from the cushions on the pews."

* * *

The battered hot-rod drove up to the toll gate.
Gateman: Fifty cents, sir.
Hot-Rodder: Sold!

Noteworthy People in the Profession

Edited by K. W. Bookwalter

MABEL RUGEN WAS born at Glenview, Illinois, on May 13, 1902. She attended high school in Chicago, Illinois. She received the B.S. degree at the University of Wisconsin in 1925, the A.M. degree at N.Y.U. in 1929, and the Ph.D. degree at New York University in 1931, and the L.L.D. degree at Central Michigan College in 1957. Her teaching experience includes teaching in public schools in Hempstead, New York, Washburn College and High School in Topeka, Kansas, and the University of Michigan. She is presently Professor of Health Education in the School of Education and the School of Public Health.

Dr. Rugen is a prolific writer and editor. She has served as a consultant for national health associations and foundations and for the Michigan Department of Public Instruction and school groups. She has held offices in the AAHPER and the American Public Health Association, as well as in district and state education, health, and nursing assoications.

She is a Fellow of the American Academy of Physical Education and the American Public Health Association, and a life member of this Association, the AAHPER and the NEA. In addition, she holds memberships in more than twenty other professional organizations. She received the Honor Award of AAHPER in 1947 and the Michigan Association Award in 1958. She is listed in *Leaders in Education. Who's Who in America. Who's Who in the Midwest.*

MABEL RUGEN

GEORGE STAFFORD

GEORGE T. STAFFORD, Professor of health education at the University of Illinois, was born in New Haven, Connecticut, March 13, 1894. He attended public schools in that city, and later received the B.P.E. degree from the Springfield, Massachusetts YMCA college in 1917. He received the B.S. and A.M. degrees from the University of Illinois, and the Ed.D from New York University.

His professional history, following service in World War I, included teaching in Boston high schools, private practice in corrective physical education in Boston, and during World War II, rehabilitation work with the United States Army, and later, with the Navy. Since 1921 he has been a member of the staff at the University of Illinois except for two sabbaticals including one semester when he served the department of public health in Florida. He has taught at six different universities during summer sessions.

Dr. Stafford has served on many state and national commitees, and as vice-president of the Health Division, and chairman of the Therapeutic and Safety Divisions of the AAHPER.

He has written many articles, numerous bulletins and pamphlets, and is author of *Preventive and Corrective Physical Education, Individual Exercises, Sports for the Handicapped, Physical Conditioning for Sports and Healthful Living, Educating for Safe Living,* and *Exercise During Convalescence.* He is co-author of *Safety Education.* Dr. Stafford also invented the Trainasium, a physical conditioning apparatus used widely by the Army and the Navy.

He is a fellow of the AAHPER, and of the American Academy. He is listed in *"Who's Who in Chicago and Illinois.*